

not had  
d of ad-  
y not be  
utation  
ors will  
pick up  
he case,  
and re-

P.H.D.  
York City

per inch;  
blication.  
statement

ERS: A  
ment unit  
ys to be  
Will get  
prior to  
ool. Staff  
psycholo-  
pecialists.  
ience in  
dren and  
t. Man  
ling with  
dren and  
shop or  
recrea-  
Resident  
salary,  
board.  
Execu-  
ur Child-  
ve., Los

th group  
worker  
Multiple-  
sidential  
oed chil-  
e loads.  
ised fos-  
sidential  
2-\$5712,  
lowance  
quired.  
Write  
Director,  
Services,  
2, Calif.

[ 34 ]

*Journal  
of the  
Child Welfare League  
of America  
Inc.*

# child welfare

Children's Services—  
Care and Cost  
The Professional  
Child Welfare Worker  
The Unit Social Worker  
Writing for a  
Professional Journal

*December 1956*

MAILED  
DEC 1956  
LIBRARY

# CHILD WELFARE JOURNAL OF THE CHILD WELFARE LEAGUE OF AMERICA, Inc

HENRIETTA L. GORDON, Editor

CHILD WELFARE is a forum for discussion in print of child welfare problems and the programs and skills needed to solve them. Endorsement does not necessarily go with the printing of opinions expressed over a signature.

## CONTENTS

	Page
Children's Services—Care and Cost . . . . .	1
By Lois Wildy	
Editorial Comments	
Marshall Field, Ill, 1893-1956 . . . . .	7
The Professional Child Welfare Worker	
Institutional Child Welfare Worker . . . . .	8
By Ella K. Reese	
Placement Worker . . . . .	10
By Marjorie R. Hayes	
Probation Officer . . . . .	13
By Luis Diaz DeLeon	
Rural Child Welfare Worker . . . . .	15
By Jean Elbert	
What Is a Child Welfare Worker? . . . . .	17
By Jean Charnley	
The Unit Social Worker . . . . .	23
By Morris F. Mayer, Ph.D.	
Board Member Page—Christmas Giving . . . . .	26
Writing for a Professional Journal . . . . .	28
By Elizabeth G. Meier	
News from the Field	
Adoption Resource Exchanges . . . . .	32
Presidential Action . . . . .	33
Book Notes . . . . .	33
Classified Personnel Openings . . . . .	35
Editorial and general office: 345 E. 46th Street, N.Y. 17, N.Y.	
Published monthly except August and September by the	
Child Welfare League of America, Inc.	
Annual Subscription, \$4.00	
3-Year Subscription, \$10.00	
Individual Copies, 45 cents	
Student Rates—Annual Subscription, \$2.75	
2-Year Subscription, \$5.00	

## CHILD WELFARE LEAGUE OF AMERICA

### Officers

MARSHALL FIELD, *President*, New York, N. Y.  
MRS. HERBERT F. FISHER, *Vice-Pres.*, Hartford, Conn.  
MRS. RANDOLPH GUGGENHEIMER, *Vice-Pres.*, New York, N. Y.  
MRS. GEORGE L. WEST, *Vice-Pres.*, Pittsburgh, Pa.  
MISS LOIS WILDY, *Secretary*, Chicago, Ill.  
THOMAS M. PETERS, *Treasurer*, New York, N. Y.

### Board of Directors

DR. LEONA BAUMGARTNER, New York, N. Y.  
FRANK S. BAYLEY, JR., Seattle, Wash.  
MRS. RICHARD J. BERNHARD, New York, N. Y.  
JUDGE JANI M. BOLIN, New York, N. Y.  
JAMES BROWN, IV, Chicago, Ill.  
MRS. ROBERT A. BROWN, Des Moines, Iowa  
MRS. SARAH R. CALDWELL, Jackson, Miss.  
MRS. CLARENCE A. CHICHESTER, Piedmont, Calif.  
MRS. IRVING EDISON, St. Louis, Mo.  
JUSTICE GEORGE EDWARDS, Detroit, Mich.  
DR. MARTHA M. ELLIOT, Washington, D. C.  
ALAN S. GLISBER, Cleveland, Ohio  
CLAUDE GILZ, Los Angeles, Calif.  
JOSEPH F. HAAS, Atlanta, Ga.  
MRS. KATH B. HELMS, Charlottesville, Va.  
LESLIE L. JACOBS, Dallas, Texas  
JUDGE HARRY W. LINDMAN, Newark, N. J.  
LEONARD W. MAYO, New York, N. Y.  
MRS. EDMOND J. MORAN, Darien, Conn.  
ROBERT M. McLEOD, Boston, Mass.  
GEORGE M. NAVTOR, Boston, Mass.  
JACK N. PEUTZKER, Chicago, Ill.  
LEWIS J. PUTZEL, JR., St. Louis, Mo.  
DR. JULIUS B. RICHMOND, Syracuse, N. Y.  
JULIUS F. ROTHMAN, New York, N. Y.  
WILLIAM D. SCHMIDT, Cleveland, Ohio  
MRS. J. FRASER SMITH, Memphis, Tenn.  
DR. FELTMAN M. SOGGI, Northfield, Minn.  
DR. JOSEPH P. SPRINGOR, Milwaukee, Wis.  
JOHN G. THURAN, Washington, D. C.  
MRS. JUAN T. TRIFT, New York, N. Y.  
C. ROLLIN ZANE, Hartford, Conn.

JOSEPH H. REID, *Executive Dir.*  
HELEN R. HAGAN, *Asst. Exec. Dir.*

## COMMITTEES ON PUBLICATIONS AND PUBLIC RELATIONS

JOHN G. THURAN, *Chairman*  
*Executive Secretary*  
*Family and Child Services of Washington, D. C.*

### Policy Committee

MRS. RANDOLPH GUGGENHEIMER  
MR. C. ROLLIN ZANE

### Advisory Committee

THELMA K. FLOWER  
*Executive Director, Family Services Society, Akron, Ohio*  
BEATRICE E. GAUGHAN  
*General Case Supervisor, Division of Child Welfare, Department of Social Welfare, Rochester, N. Y.*  
DOROTHY GILES  
*Director, Children's Services, The New England Home for Little Wanderers, Boston, Mass.*  
KATHARINE L. GRIDLETT  
*Executive Secretary*  
*The Diocesan Bureau of Social Service, Hartford, Conn.*  
AMELIA M. IGLE  
*Director, Child Adoption Service of the State Charities Aid Association, New York, N. Y.*  
ADELAIDE KAISER  
*Director, Hillside Children's Center, Rochester, N. Y.*  
LUCILLE LAZAR  
*Personnel Director*  
*Jewish Child Care Association, New York, N. Y.*  
LUCILLE LEWIS  
*Day Care Consultant*  
*State Department of Welfare, Nashville, Tenn.*  
ELIZABETH G. MEIER  
*Associate Professor*  
*New York School of Social Work, New York, N. Y.*  
ROBERT F. OTT  
*Director, Division of Child Guardianship, State Department of Welfare, Boston, Mass.*  
IRVING RIMMER  
*Executive Director, National Publicity Council, New York, N. Y.*  
SUSANNE SCHULZE  
*Associate Professor, School of Social Service Administration*  
*University of Chicago, Chicago, Ill.*  
MRS. LEE STANTON  
*Board Member, Sheltering Arms Children's Service, N. Y., N. Y.*  
VERNA WASKOWITZ  
*Division Supervisor*  
*Family and Children's Society, Baltimore, Md.*  
MRS. ALAN WIENER  
*Board Member, Association for Jewish Children of Philadelphia, Philadelphia, Pa.*

# CHILDREN'S SERVICES—CARE AND COST\*

## The Executive's View: Administrative Uses of Work Measurement and Unit Costs

**Lois Wildy**

Executive Director, Illinois Children's Home and Aid Society, Chicago

*The author identifies some of the problems which led to interest in improving budgeting and management procedures; makes an interim report on progress; and mentions some of the possible ways work measurement and unit costs may be useful in future planning and administration of the agency.*

As a privately supported, child placement agency, the Illinois Children's Home and Aid Society provides three services: adoption, foster family care, and residential treatment for a small number of emotionally disturbed children. Approximately eighty per cent of its services are rendered in the metropolitan Chicago area, and twenty per cent through five district offices located in the state. Each of the four service divisions: Adoption, Foster Care, the program outside Chicago which we call "Downstate," and the Treatment Center, are administered by a director.

The agency's program is designed to meet the needs of the community which are not met by other agencies, public or private, and to accept children for whom adequate and appropriate care can be provided. The objective of the Society is the achievement of sound emotional health for all children for whom it assumes responsibility; the prevention of experiences which are damaging to the well being of all children; and experimentation in developing better ways to serve children.

### Beginning of Study

During the past nine years the agency has experienced a decreasing case load and an increase in expenditures. This trend has raised questions in the minds of the staff, the

board, and the community as to why this has come about and what implications this has for financing, management, and program, inasmuch as eighty per cent of the agency's budget of \$1,050,000 is contributed directly to the agency by individuals or indirectly through allocations from community chests and the Chicago Community Fund. The vital importance of contributors knowing and understanding the agency's program is obvious. Furthermore, the necessity of establishing a valid and equitable method by which costs can be allocated to local programs is apparent. In addition to these problems, we have been concerned with certain administrative problems, one of which is the determination of the amount of staff needed to provide services at a given quality level. Like other child placement agencies, we are interested in discovering what an optimum case load is, what the factors are that must be considered in determining the case load assignment, and what factors must be considered in the management of the work load. The question of how to determine work load assignments was the core problem from which the unit cost study developed.

As the result of a workshop sponsored by the Elizabeth McCormick Memorial Fund of Chicago in the fall of 1952 and the spring of 1953, a research project on the measurement of the work load of the professional staff was initiated under the leadership of Mr. Schwartz. As the members of the workshop tackled this problem, it became clear that before norms for individual work loads could be determined, the work load of the total agency had to be investigated, that is, how much work the agency produced as a whole and how much by operational divisions. The

\* Presented at National Conference of Social Work at St. Louis, Mo., May 22, 1956, this is a companion paper to the one presented by Martin Wolins on "Differential Costs by Characteristics of Child and Staff," also given at the Conference and to be published in *CHILD WELFARE* early in the spring. Mr. Edward S. Schwartz who conducted the unit cost study in the Illinois Children's Home and Aid Society, collaborated in the preparation of this progress report.

output of the total staff could be shown in terms of work units and these could be related to time expenditure and hence to cost. Mr. Schwartz prepared the final research project for the consideration of the Executive Committee of the Society and the study got under way January 1, 1954.

Prior to 1954 we had two sets of data which were used in preparation of budgets and program planning. The budget was compiled by line items each year on the basis of the eight months actual expenditures of the previous year, adjusted to the anticipated average monthly case load for the next year and the proportion of costs between the Downstate and the Chicago programs was estimated on a formula established several years previously.

The second body of information which we had consisted of statistical data regarding the number of children under care of each Division and the number by residence, admissions, discharges, interview count; the number of intake applications and foster home applications and their disposition; number of replacements in boarding homes, and the number of adoption placements.

However, there was not sufficiently close relationship between these two sets of data to provide adequate information to plan program or compute the budget or the allocation of expenses between Chicago and Downstate on a sound basis. For example, one problem is that the services which the agency provides to a child extend over a longer period than the fiscal year. The statistical and budgetary data are compiled on a monthly basis, and although we had an accumulation of data on an annual basis, we did not know the cost of the service to a child for the duration of the time the service was given. Likewise, we did not know how much time, effort, and funds would be necessary to place a child for adoption from the point of application to consummation some eighteen or twenty months later.

Although the services of the agency are organized by functional divisions, there are also the services of home finding, intake, the clinic, and administration which are jointly

shared by the Adoption and Foster Care Divisions. This made it difficult to obtain the true costs of adoption and foster care.

It was recognized by administration and by the trustees that we had three major problems: an inadequate measure of the work which we were doing; the lack of relationship of our accounting data to our program and services; and the lack of correlation between accounting and service data.

A two-pronged attack was made on these problems of functional accounting and work measurement. We are in the process of establishing a method of functional accounting by which we are charging as much as possible of the total expenditures directly to the service divisions. The development of functional accounting is being taken step by step, and we are continuing to study and improve our procedures. However, we have already seen some of the gains. We are getting more accurate costs by division of service.

With the establishment of divisional budgets, each director has authority for financial planning and controls commensurate with his program responsibilities. We have established a more equitable method of allocating costs between Downstate and Chicago. Since there are children with Downstate residence in the Chicago case load and Chicago children in the Downstate case load, an equitable allocation of costs to local communities is vital to our operations.

### **Work Measurement**

The second prong of attack on the problem was work measurement.<sup>1</sup>

Work measurement is the process of estimating the relationship between the use of staff time and the volume of service provided by the agency, and applies to many phases of the administrative process, including planning, supervision, control, and budgeting. The focus of the study in our agency was directed to the problem of performance

<sup>1</sup> The work measurement project did not include the institutional staff of the treatment center. However, the work units performed by the casework staff of the Foster Care Division on behalf of the children in residence were included.



budgeting. The performance budget emphasizes the services the agency proposes to give in contrast to the traditional budget which is organized around the objects, such as rent, boarding home payments, personnel, which the agency plans to purchase. The performance budget shows past expenditures in relation to the type and quantity of service provided and presents estimates as to the anticipated cost of work to be performed in a coming fiscal year. The estimation of future costs is, of course, one of the more difficult technical problems involved. This is still ahead of us.

The process of work measurement involves defining the units of work which are to be performed, and measuring the amount of time invested in each type of work. Work units which go to make up a complete foster home care service, are foster home screening, foster home study, intake screening, intake study, and placement and supervision in the foster home. A complete adoption service includes similar units of work in relationship to the child, to the boarding family, and to the adoptive family.

The research problem for the work measurement project was to develop work units which were valid for our program and our procedures, and for which reliable time measures could be obtained. If the time measures for the study period were reliable, we would be able to use them within stated limits and with appropriate assumptions about the stability of our program for estimating future time investments and hence future costs.

An analysis of the first four months of the time study for Cook County has been presented in a doctoral dissertation by Mr. Schwartz and has been made available as an interim report for selected distribution. This report showed that for most of the categories of the work units the differences in their averages or means from month to month were found not to be significant. This indicates that the data for the various months of the study are random samples from the same universe. It was found possible, for example, to estimate from three months' data, the

staff time needed by each of the major divisions to perform the work units completed in the fourth month within a one-worker margin for each division.

### **Foster Care Costs**

The time study data are now being applied to expenditure data of the agency prepared on a functional accounting basis for the year 1954. What did it cost to provide foster family care to a child?

This computation starts with the cost of finding the foster family. In 1954, 2,051 applications from prospective foster parents were received and screened in the Home Finding Division, at an average time per screening of fifty-one minutes of case work time. Inasmuch as screening of foster boarding homes is the function of this division, the entire expenditure of \$22,419, charged to this division can be directly divided by the time invested to get a cost per screening of approximately \$11.

Applications surviving the screening process are sent to the Foster Care Division for study. In 1954, thirty-five foster homes were completed at an average rate of 1,225 minutes (about two and one-half hours) per study. Inasmuch as the Foster Care Division is involved in a number of different stages of care or work units, in order to get at the unit cost for each type of work unit the total expenditures of that division are distributed first on the basis of the casework time invested in each type of work unit to the total casework time. In 1954 three percent of the casework time of the staff of the Foster Care Division went into the work unit "foster family study." Three per cent of the \$256,000 expended by the division, or approximately \$6,600, is therefore chargeable to foster home study. The average cost of a foster home study is thus estimated at \$190.

In similar fashion the average cost of all the work units going into foster care and adoption services in our Cook County office and in our Downstate operations are being determined. In other words, our functional accounting gives us the cost of operating each division of the agency. The work measure-

ment procedure enables us to analyze division expenses into the component parts or various steps taken in providing the two completed services provided by this agency, namely: adoption and foster care.

By bringing to bear operating ratios showing the disposition, duration, and inter-relationships of work units, that is, the number of screenings required to produce a foster home study, we can put together our information for work units to form models of completed service. This will enable us to estimate the cost of providing a completed service without conducting a time study for the entire duration of care which may extend for as long as fifteen or sixteen years.

As indicated above, we found that the average cost of screening a foster parent application is \$11 and the cost of a foster home study is \$190. We screen twenty-three applications for every one referred for study. For every study that is approved, almost two are rejected. This means that it requires about forty-five screenings at \$11 each, or \$488, and 1.9 studies at \$190, or \$368, to produce an approved home, the total cost being \$856. A home once approved, therefore, is quite an investment for us. However, the cost of this "property" like other investments should be properly amortized over the period of its expected use, which in our agency is 113 months. This means that the estimated monthly cost of care in a foster home must include a charge of about \$7.50 for the original finding of the home.

Through a similar procedure, the monthly charge for the screening of requests for acceptance of a child for care and the intake study of the child himself is found to be about \$16 per month of care. Work units for continuing casework supervision of children after placement can be computed on a monthly basis. Casework services, maintenance costs, board, clothing, medical care, etc., and general administration charges total \$111. Therefore, the average cost of a month's care in a foster home is the total of \$7.50 for the foster home, \$16 to get the child under care, \$111 for maintenance, or \$135. Inasmuch as the average length of care is six

years, it can be seen readily that the total cost of a completed service in foster home averages about \$9,700. One application of this data is apparent, namely, when we accept a child for foster family care we are making a commitment of six years, and over that period of time we will need \$9,700 for his care. However, these are average figures and we know there is a wide range in the costs of the children under care. Until costs can be related to the characteristics of children and to types of facilities and services required, the cost figures will not be as meaningful for budgeting and programing as we need.

### Adoption Costs

A completed adoption service covers a much shorter span of time than does foster home care, but involves somewhat more detailed computation because of the larger number of interested parties with whom the agency must work and the larger number of work units involved in the process. Our 1954, and still highly tentative, estimates for a completed adoption service are made up as follows:

Screening and intake study of the child.....	\$236.05
Screening, study and approval of adoptive family.....	586.57
Screening, study, approval of pre-adoptive boarding home, and care and study of infant in boarding home.....	641.47
Placement process (from pre-adoptive boarding home to adoptive home).....	220.33
Supervision in adoptive family home.....	313.11
Post-adoption supervision, special inquiries and after-service.....	3.40
Total.....	\$2,000.93

We do not charge a fee to adoptive families (except in one district office on a two-year experimental basis), but if we did, this would give us a base from which to derive the amount of fee to be charged.

### Future Use of Data and of Method

How are we proposing to use the data which are now available to us? Let us first

consider the focus of the work measurement project in our agency, namely, budget preparation. For 1957 we intend to prepare both a conventional budget by object of expenditure and also a performance budget showing cost of the work we expect to perform in that fiscal year.

Classifying our financial needs in these two ways will make possible a presentation which we hope will be clearer to budget officers and more understandable to lay persons in the community than may have been the case in the past. On the assumption of stability of operation and maintenance of the quality level of our work we will be able to show concretely and quantitatively what effect anticipated changes in our program will have on work loads and hence on our staff needs.

In addition to the data already at hand we shall have to establish a schedule of work to be performed. Anticipated changes will be estimated in terms of the resultant work units that we will expect to complete in the fiscal year. For example, if we plan an increase in the number of children for whom adoption service will be provided, we will estimate the effect of this move on the Intake, Home Finding and the Adoption Divisions, and on the various work units in these divisions. This is a more demanding type of estimation of future needs than we are accustomed to, but it is one approach to more specific planning on the operational level.

Experience reported from the field of public administration suggests that performance budgeting is attractive to budget officers who believe that the budget is essentially an instrument of program planning and should, therefore, clearly describe the actual work to be done in carrying out the program.

If we assume that interpretation can be effected by an analysis of large general concepts into smaller more specific ideas, then in presenting our budget on a performance basis, we stand to gain from moving from a general defense, for example, from the need of casework staff, to a justification in terms of the very concrete operations which are en-

tailed in providing the kind of service needed.

We are not assuming that what is, should necessarily continue to be. By describing the actual working of our program, questions as to the appropriateness and effectiveness of our procedures will be raised which we shall welcome because we know that increased inter-communication is an aid to interpretation and understanding.

### **Management Controls**

The work measurement data now in hand can be used as bench marks for managerial review and control of our current operations. Work unit counts are being maintained on a continuing basis. Changes in volume in production counts can therefore be spotted and examined. The changes due to fluctuations in the volume of services at the same time that staff and other costs remain fixed, changes due to intrinsic shifts in the character of the work performed can be differentiated. For example, in the adoption program, to what extent will the earlier placement of children reduce the time and staff needed for pre-adoption supervision? Are other shifts which are occurring related to the kinds of children we are serving, to procedural changes, or to combinations of these?

We have available for future analysis work unit data related to such characteristics of children receiving service as age, race, sex, source of referral, and use of special services. We have data related to some characteristics of the workers providing the service, such as age and experience. These data can be drawn on to explore differential unit costs.

Functional accounting makes possible the placing of budgetary responsibility and authority with division directors. The work measurement data provide the responsible staff with tools for understanding and controlling these costs.

The description of agency service through analysis by work units is incorporated in our thinking about some other problems of major concern, such as job descriptions, use and distribution of casework time, and quantitative norms or standards of performance. Caseworkers and their supervisors are cap-

able of meeting the requirements of the agency, of managing their time, and measuring their own performances and results, but they lack the necessary tools and yardsticks.

During the past year or so, we have been engaged in working on the requirements in knowledge and skill for professional competence in our agency. In so doing, an attempt was made to correlate the requirements as closely as possible with the functions and responsibilities of the divisions and with the specific job specifications. The concepts of work load, the activity, service and work units contributed to our work in this direction.

The number of children for whom a caseworker is responsible is a very crude statistical yardstick. Interview count in itself is also a very crude measurement of work, especially in a child placement agency where the caseworker must of necessity travel in order to have some interviews. The work units provided a valid structure for developing norms of production and we are proceeding with a more refined study of measurement of time involved in travel and interviewing. It is anticipated that the accumulated data over a year or so will yield quantitative norms for those two activities. Whether continued reporting will be necessary remains to be seen. It is anticipated that we will examine closely and perhaps undertake sampling time studies of other activities performed by the casework staff, such as recording.

As work measurement results are applied to the performance of individual caseworkers, the need for research and development of ways to standardize judgments concerning quality of work is seen.

### **Conclusion**

In conclusion, the development and bringing together of functional accounting and work measurement have produced six kinds of data:

1. work unit counts;
2. operating ratios, that is, the relationships between work units and other statistics on volume, duration, and disposition of work units;
3. work unit weights in terms of mean time for completion;

4. expenditures by operating divisions;
5. some characteristics of children related to the average work unit cost;
6. some characteristics of staff related to average work unit costs.

It is our plan to compile these data continuously with the exception of the measures of time investment which will be obtained by special studies or on a staggered basis. These data will be analyzed as a part of our continuing process of management, review and improvement.

It should be emphasized that the particular work units, the mean time, and the costs reported in this study do not necessarily have application to other agencies.

At this time, work measurement would appear to be particularly appropriate for large agencies. As such agencies find it possible to engage in the process, it is expected that the methods can be simplified and improved and perhaps uniform measurements can be established. Agencies can make a contribution to administration of child welfare by lending themselves to further research and developmental efforts in this area.

## **The George Warren Brown School of Social Work**

### **WASHINGTON UNIVERSITY**

St. Louis 5, Missouri

Admission in Fall or Spring Semester

Entrance in spring semester, followed by summer session, permits second-year status in the Master's program next fall.

A two-year graduate curriculum leading to the professional degree.

#### **MASTER OF SOCIAL WORK**

Child Welfare is one of eight fields of specialization open to the student in the second year, following a first year of generic content. Supervised field practice afforded in both public and private agencies.

Scholarships or training grants usually available for the qualified applicant.

#### **DOCTOR OF SOCIAL WORK**

A post-graduate professional curriculum with a research orientation.

Early inquiry and application is advised.

For information, write to The Dean.



## EDITORIAL COMMENTS

### **Marshall Field, III** **1893-1956**

WITH THE PASSING of the President of the Child Welfare League of America on November 8th, the children and youth of this and other countries lost a devoted and steadfast friend. Marshall Field's activities in behalf of children and youth, broad and deep in scope, were an expression of his convictions and concern, and they knew no bounds of color, race or creed. He stood foursquare for a high quality of service and personnel but he was never awed by professional brass, nor bowled over by the weight of professional opinion. At board meetings and committee sessions he had a way of listening quietly to the pros and cons of a problem and then looking at members of the group in a characteristically quizzical fashion and suggesting a solution—a solution by the way which was almost always accepted by acclamation as the sense of the meeting.

Our country is fortunate in having many citizens of wealth who give generously to the support of both service and research in health and welfare. The person of means, however, who makes it a point to become thoroughly informed and gives of himself even more generously than of his funds is all too rare. The determination on the part of Marshall Field to know the inwardness of every problem he dealt with, and his belief that this was a greater responsibility than a mere financial contribution was seen in such activities as the U. S. Committee for European Children, of which he was the President, in his work in behalf of Negro children in the City of New York, and in his Presidency of The League.

In establishing the foundation which bears his name, Marshall Field pioneered both in methods of giving and in the support of areas of need, many of which previously had not enjoyed foundation support. In many parts of the country the leadership exercised by him through the foundation that bears his name has helped immeasurably to throw

light in dark places and lift the burden of social problems.

The full weight of Marshall Field's contribution to child welfare, however, was not wholly felt through the overt activities in which he engaged. There was something about the man himself and his quiet conviction that spoke louder than words or deeds. He was innately shy, but he spoke and acted with clarity and courage when the occasion and the issue required it. He was modest to a degree and humility was his in full measure but he stood his ground on matters of human rights and in defense of simple justice.

Perhaps the secret of his influence, which so many of us felt but could not readily identify, was nothing more or less than concern for all humankind. Fame as the world defines it comes to many men, fortunes to a few, but of Marshall Field those who knew him will say: "Here is one among us who had compassion and for this he will live in our memories."

LEONARD W. MAYO

*Director*

*Association for the Aid of Crippled Children*

### **UNIVERSITY OF PENNSYLVANIA SCHOOL OF SOCIAL WORK**

The basic **Two-Year Graduate Curriculum** in social casework or social group work prepares for professional social work practice in all fields. It leads to the degree of Master of Social Work.

The **Advanced Curriculum** offers to qualified persons who hold a Master's degree in social work an advanced, third year of graduate professional education in social casework, group work, welfare organization, supervision, administration, teaching, or research. This curriculum leads to the Advanced Certificate.

The **Doctoral Curriculum** for candidates for the degree of Doctor of Social Work includes, and continues beyond, the Advanced Curriculum in any one of its specializations.

**Fellowships** are available to students in all curricula.

*Address all inquiries to:*

(MISS) MARGARET E. BISHOP

*Director of Admissions and Placement*

*School of Social Work*

*University of Pennsylvania*

*2410 Pine Street, Philadelphia 3, Pa.*



# THE PROFESSIONAL CHILD WELFARE WORKER

*The following papers\* on the content of the child welfare worker's job in various settings, reveal the kinds of problems with which the child welfare worker must deal and the decisions he must make.*

## INSTITUTIONAL CHILD WELFARE WORKER

**Ella K. Reese, Caseworker**

Rosemary Cottage  
Pasadena, California

THIS PAPER will give you a glimpse into a typical day's activities of the social caseworker in an institution which cares for a maximum of eighteen emotionally disturbed girls, ages thirteen to eighteen. The caseworker is part of the staff which includes the executive director, two regular housemothers, a relief housemother, a cook and a gardener.

The caseworker arrives at the institution shortly before her first appointment. The housemother comes in to explain that some of her problems could wait until later except for the one with Norma.

Norma refused to go to school although she has been told that she must go. Housemother and caseworker agree that Norma is probably still upset about the recent visit with her mother. Norma might feel better if the caseworker would talk with her. The housemother is certain that she could get her to come in. Soon Norma enters sullenly. She volunteers that she is angry but does not know the reason. Caseworker comments that Norma's housemother is concerned about her. Norma snarls that her housemother is only worried about her going to school, but she ends with a hopeful "Well! . . ." Norma begins to sob when caseworker remarks gently that she seems to be worried about her mother, and perhaps afraid that her mother will become mentally ill again. This is why she has been so angry and tense. Together Norma and caseworker plan an extra interview this week, and Norma also is reassured by remembering that caseworker is working with her mother.

Mrs. Jones, child welfare worker, arrives with Elaine, age fifteen. This is Elaine's second pre-placement visit.

Elaine is more relaxed and at times responds easily. The thought of having to move again is painful. She

can tolerate this better, knowing that she has the right to decide whether she wants to continue to explore this change with the caseworker. She tried to get along in the foster home which was nice and she does not know why she felt so miserable that she truanted and stole. It hurts to know that the foster mother has asked her to leave. As the caseworker helps her to talk about this, she expresses fear of further failures and recognition of the fact that her unacceptable behavior has been no solution when she felt unhappy. She is pleased when the caseworker shows approval for her being able to take responsibility for her actions.

Elaine begins to see the institution as a different kind of home—one in which she could get along. She will also be part of a group, which she likes. She would be expected to follow certain routines and rules but in return she would get help which she has not had before. She knows that there will be problems at times but that she will not be alone.

Elaine wants to believe that her child welfare worker and the caseworker at the institution are interested in her, and want to help her at a time when she feels so devastated by her failure and by tensions which she does not understand. She knows that they do not approve of some of her behavior but they seem to understand why it happened and do not consider her a bad girl. She becomes interested in finding out more about the institution and is relieved to see the small bedrooms upstairs which are cluttered with things girls like. The library, living-room and recreation room seem friendly. Talking with the housemother was different than she expected. The housemother is friendly toward her, and does not make her feel uncomfort-

\* Given at National Conference of Social Work, May 1956, St. Louis, Mo.

able by asking, what Elaine considers, silly questions.

While Elaine is talking with the housemother, her child welfare worker and caseworker confer. It is agreed that there is a good chance that Elaine can be helped at the institution. The two caseworkers plan how they can work cooperatively to facilitate Elaine's treatment at the institution.

Before leaving, Elaine asks for another appointment. The caseworker is happy that this application was not made six months ago when, because of the composition of the group, Elaine could not have been accepted.

### ***Conference with the Housemother***

The housemother has a chance to talk to the caseworker about children who present problems.

Nothing she can do or say suits Cathy, who acts like a five-year-old instead of a girl of fifteen. Cathy does not seem to be getting better at all, and soon she may become a bad influence on the other children. Cathy has to be told twenty times to do something and although in the end she will obey, she has to say she won't. Her judgment about everything is pretty poor. Her room is extremely untidy and now she wants a canary! If the caseworker only knew how hard it is.

As the caseworker helps the houseparent examine the problem of this girl, they agree that she has made progress.

She has not been suspended from school for a good many months. While she argues with the housemother, she nevertheless obeys. Her personal appearance has improved. The housemother adds to this that Cathy is better about going to bed.

The caseworker once more comments on the invaluable help the housemother is giving this girl, explaining that a disturbed girl with so many unfortunate experiences needs much help before she can believe that she is loved and wanted—an experience she has not had. The housemother begins to understand that it is not she whom Cathy hates. Although she sighs about how hard the task is, she recognizes what her mothering may eventually mean to Cathy and that the caseworker could not treat this girl without the housemother's support. This gives the housemother conviction to go on. As the housemother leaves, the caseworker thinks how the institution could not get along without a

housemother who has an endless supply of love and patience.

### ***The Nature of Other Appointments***

The next appointment is with the principal of Melissa's school.

Melissa is not cooperating and the school questions whether she should be permitted to continue. The principal explains that Melissa gets along in two of her classes but antagonizes the teachers in her other classes by apparent lack of interest and refusal to participate.

The caseworker discusses with her the fact that this fifteen-year-old girl has made progress at the institution where she was initially also unacceptable. Partially it was because she did not know how to get along with her peers. At first she also defied house rules and regulations. Now, after a five-months period, she feels secure enough to attempt to become friends with some of the girls and no longer needs to withdraw to her room so much. The caseworker agrees that this is a difficult girl and explains how she needs to set roots into the institution before she can accomplish much more at school. With this perspective the school agrees to try to work with Melissa until mid-term.

Back in her office the caseworker finds Mrs. Green, mother of a thirteen-year-old girl, waiting.

She expresses a feeling of hopelessness and inability to come to any decision. A family service agency has referred her. It is not that she does not love her child, but sometimes things get so bad that she wishes that either she or her daughter would leave. She has struggled all her life. Her husband was an alcoholic. When he died a year ago, she thought things would be peaceful.

As Mrs. Green tells of her relationship with her daughter, she appears to reject the child and to be inconsistent with her. She is unable to accept a rebelling teen-ager, who has hopes and dreams for the future. The caseworker, realizing that she will need to explore further whether this child is ready to leave home, reassures the mother that her decision to seek help was good and that together she and caseworker will explore what will be best for her and her daughter.

Following this, the caseworker and director have an opportunity to confer about some problems. They discuss future plans for

Carol, age fifteen, who seems ready for foster home placement.

In two years at the institution, Carol, who has no interested relatives, has been able to work through many of her problems. She is able to handle upsets as they come along, and no longer reacts with panic to all new experiences. She has shown this also in her school activities and can begin to see something positive in placement in a foster home—a new experience which she wants, not punishment.

It is agreed that this is the time to help Carol to move to foster home placement. The director asks the caseworker to prepare material for the next board meeting, which will help the board understand some of the current needs and problems about which the board and staff must together find solutions.

Then the cook appears. She is a little harassed but kindly as she explains to caseworker that Cathy has demanded that she should cook spaghetti for dinner since caseworker is staying for supper like last week. It is not that the cook minds doing it, only she has already started to prepare a pot roast. The cook agrees that she can find a comfortable way of telling Cathy that she would be glad to do this another time when Cathy lets her know a little earlier. The cook understands that it is good that Cathy is beginning to want to do something for others and that Cathy needs help in finding the right way of doing this.

Irene, age fourteen, brings her problems. At first she sits quietly, finding it difficult to say much. Finally she reveals fear regarding her parents' ability to get along financially. Her father still does not have a job. Irene and her mother do not get along, but Irene feels badly knowing that her mother has many worries about money, and she has none since she left home. Irene cannot express herself further today or respond to the caseworker; however, she is in no hurry to leave the office. She and the caseworker sit together quietly and after some time Irene agrees to come back for another appointment.

The caseworker's last appointment is with Melissa who, though she has come, is not sure that she wants to talk with the caseworker.

Depressed and in a low, monotonous voice she says no one can help her with her problem. She has felt unwanted and hurt so often that she is uncertain whether she wants to let anyone help her find a different way of dealing with daily experiences. Daydreaming is more pleasant.

In talking with Melissa it becomes apparent that she is fearful that she will be asked to leave the institution because there are things that she has not been able to accomplish. Reassured in a discussion of the progress she has made, Melissa becomes able to think about things she wants to do in the future including plans for a visit with her mother at home.

This has been a typical day at the institution, full of problems. The caseworker wonders whether she has been sensitive enough to the needs of each girl or helpful enough to the staff. In an institution one is so close to the clients that one sees many of their daily pains and frustrations. Objectivity is, therefore, not always easily maintained. Yet the caseworker in an institution for adolescents must also accept and help maintain the authority of the institution. This is not a simple task. However, when the social caseworker becomes secure in her role within the institution, where her only authority rests on her professional knowledge, she can help her young clients through casework treatment. She will find that a staff who trusts her and respects her will use the specific knowledge which she can make available to them. Under such circumstances the satisfactions in institutional work far outweigh the disappointments. These satisfactions are not easily found elsewhere.

## PLACEMENT WORKER

**Marjorie R. Hayes**, Caseworker  
Children's Division, Orleans Parish  
Department of Public Welfare, New Orleans, La.

IT SEEMS to me that the satisfactions and frustrations of a child welfare worker are centered on two major components: the development of professional skill to provide

services that are needed; factors in the client's situation, including environmental and personal.

The latter are undoubtedly familiar to all of us here; the former perhaps a matter of personal experience.

When I refer to factors in the client's situation, I am thinking of factors over which he has no control and over which we, as caseworkers, no matter how hard we may try, may have little influence. I am thinking of such things as the mental and physical limitations of the child; the mental, physical or emotional limitations of parents which may render them incapable of providing a climate in which the child can experience healthy growth. I refer to social and economic conditions in the community which have accentuated the emotional problems of clients. I refer not only to limitations on resources within the community, but also the limitations within one's own agency—such things as high case loads, scarcity of the right kind of foster home for the child whose needs are very great, the lack of suitable facilities for study and treatment. On the other hand, the satisfactions are very great when one finds the exceptional foster parent who can give, while understanding the child who has not yet learned to give in return.

### ***Understanding and Conviction Help***

In my experience, no case or types of cases are surrounded entirely by frustrations any more than any are entirely free from question and concern. It has been my experience, however, that the more I understand behavior and the more conviction I develop about a professional method of helping people, the less I am frustrated by the factors over which I have no control, whether they relate to conditions in the community, limitations within the agency or to the problems within the client himself. Likewise, as I improve my ability to help people with their personal problems, less of my energy is spent in indecision and conflict over my responsibilities and role as a caseworker.

Samuel Smith, a little nine-year-old boy, illustrates much that I am trying to say.

Samuel was a quiet little boy. He was picked up by the police and placed in an institution for delinquent boys when he ran away from home to his grandfather, following a severe whipping during which the mother had threatened to kill him. Sammy's mother was mentally ill. His father, a dependent, immature, nervous little man, was unable to protect Samuel or to continue to live with his wife so had left the home. Samuel was the oldest of five children. His mother relegated to him the responsibility for the care of the younger children. They were left alone at night when mother would be gone for hours.

When I first saw Sammy, he would not talk and presented a picture of a child in a state of shock. He was distrustful of people, unable to learn in school and his behavior was highly ritualistic. He isolated himself for hours and his only release seemed to be drawing figures of guns, knives, distorted figures of people and cowboys.

When, as caseworkers, we are confronted with a situation such as Samuel's, it is understandable to wonder how a community can allow a child to be subjected to such devastating experiences. Why is not treatment provided a mother who is so sick that she cannot possibly care for her children? How can I, as a caseworker, be expected to help a child who needs a very special type of facility in an institution designed to serve the delinquent or predelinquent child? But underlying all of these is perhaps the most penetrating question,

"How can I ever understand what is going on in this little boy's troubled mind?" "How can I penetrate this wall of distrust and anger toward adults?" "Is this mysticism and superstitious behavior a device which Samuel has developed to protect himself from his mentally ill mother?" "Is he imitating her or is he, too, mentally ill?"

These may be frustrating questions to which a ready answer is not available. Yet I can recall no greater satisfaction than on my third visit with Samuel.

We were sitting on a bench in the yard of the institution. During my two non-verbal interviews, I had been trying to convey to him my recognition of his unhappiness and my desire to help him. He looked at me directly for the first time and made a slight gesture of moving a little closer to me. The knowledge that Samuel was really aware that I was there and that perhaps there were fleeting moments when he was considering the possibility of trusting me was a highly exciting thing, for if I could gain his confidence perhaps I could help him.



## Being Objective

What are the problems and satisfactions in trying to be a better caseworker? Looking now within ourselves, what do we find? I would not presume to speak for others. As I look back, I can see that most of the frustrations and satisfactions stemmed from my ability to recognize and handle my own feelings. I can recall the tendency to be over-possessive, to manage, to hasten progress in order to show achievement as a social worker and to see the child happy.

I think back to a chubby little boy named Peter, left abandoned in a movie theatre. I recall the way he clung to me, and later called me "mama." I found it hard to accept the warning of the psychiatrist that the damage was deep-seated and that progress would be slow. I could hardly believe that with large doses of the love that had been denied him, he wouldn't quickly respond and belie the doctor's prediction. I can remember sharing his anxiety to such an extent that I wanted to hurry the job along. I found it hard to forego assuming the "mama" role which Peter himself had assigned to me and to begin to assume the professional role that was essential if I were really going to help him.

As I look back, I think about how easy it was to assume that the very desire to take a child into their home elevated foster parents from the level of ordinary people to that of supermen. And I can see that in my own desire to offer a child the love and security of a substitute home, I was prone to accept foster parents at face value and shut my eyes to what lay below the surface.

To illustrate:

Mr. and Mrs. Lewis had been married for nine years and had never had children of their own. They seemed a happy, congenial couple of good moral standing in the community. Mrs. Lewis attended evening school to further her education and to fill her lonely evenings while her husband worked. They had a modest income but managed well. They spent a good portion of their time with children in their neighborhood. They were not interested in adoption, but felt their marriage was complete except for the absence of a child in the home. Ruth, age five, an appealing little girl, was placed with this couple.

At first things seemed to go along quite well. Later, foster mother complained of how much trouble Ruth was. It developed that this little girl was quite attached to foster father. They played together for long periods of time. Ruth teased him by hiding his slippers or other articles. When foster father came home from work, he had a special ring he gave to the doorbell and Ruth,

hearing it, would bound to the door and they spent minutes at the door greeting each other. This was more than Mrs. Lewis could take and eventually she requested that the child be removed.

How easy it is to see now, in retrospect, that this foster mother was competing with the child for her husband's affections. Herebefore, she had greeted her husband at the door and was his little girl who went to school while he worked. This child seemed to separate this couple and could have been seriously damaged.

## Coping With Limitations

As we develop, we learn to accept certain limitations within which we must operate: they include lack of facilities, large case loads, the pressure of emergencies, and the legal framework within which we must function. We learn that there are no ideal situations and that many seemingly inadequate facilities can be skillfully used in the child's interest. We become aware that we cannot use the excuse of too heavy case loads any more than a doctor can justify a fatal error on the grounds that he has too many patients. We must learn to distribute our time, giving priority to what is most essential. We see the need for legislation and the necessity of respecting it and abiding by it. We recognize a responsibility to work for the change of those laws which are not in the interest of those we serve and the strengthening of those that are good. Most important of all, we develop an attitude toward people. We learn to supplant judgment with an untiring search for the reasons why they behave as they do. We never will know all the answers, but slowly we develop at least a measure of insight into the "whys" that are so baffling in the beginning.

And lastly, I would mention a problem which I believe many of my colleagues have experienced. I refer to the difficulty of learning to balance the relationship and to keep in focus the three clients with whom we work in a placement situation: the child himself, his parents and foster parents. The needs of the three are distinct. To keep the goals clear and at the same time assist each toward a better

fulfillment  
the situation  
the way it  
summed

"When we  
can't be a  
see the ch  
couldn't ha  
parents, w  
little more

Let me  
wondering  
training  
ence I  
quire, I  
for the  
hard to  
could h  
factions  
forward  
tunity  
stature

PROB.

Luis  
County  
Klener  
Kingsv

In so  
fear o  
and a  
in life  
to how  
aware

Pic  
comm  
with  
few p  
attiti  
"We  
the g  
not  
aspe  
prob  
out  
Som



fulfillment of his specific responsibilities in the situation is not easy. I am reminded of the way in which one of my co-workers once summed up this dilemma. She stated,

"When we see the foster parents, we wonder why they can't be a little more patient with the child. When we see the child, we wonder why the natural parents couldn't have been a little more giving. When we see the parents, we wonder why society couldn't have been a little more understanding."

Let me hasten to add that my own days of wondering are far from over. But thanks to training, supervision, and whatever experience I have been fortunate enough to acquire, I know at least where to start looking for the answers. The frustrations have been hard to take sometimes, but I doubt if I could have learned without them. The satisfactions provided the inspiration to move forward and to use every available opportunity to achieve the growth and professional stature to which we all constantly aspire.

#### PROBATION OFFICER

**Luis Diaz DeLeon,**

County Juvenile Officer

Kleberg County Juvenile Court  
Kingsville, Tenn.

IN SOCIAL WORK we talk a great deal about fear of the unknown, feelings of insecurity and about helping our clients find their places in life. Perhaps not enough attention is given to how a community can be helped to become aware of its social work needs.

Picture yourself as a social worker in a community, where there is no other agency with trained workers. You have talked to a few people who have not helped since their attitudes are as revealed in such remarks as "Well, Kingsville is the central nucleus of the great King's Ranch empire and it does not change." You overlook these negative aspects and accept the position of county probation officer. Your first move is to find out more about your adopted community. Sometimes luck travels with you, and when

you get to the Chamber of Commerce building you are presented with a special edition of the *Kingsville Record* (locally managed) that was published on the fiftieth anniversary of your community.

Here you have data which the average citizen might have overlooked although it is essential.

The county has a total of 25,000 people, 20,000 living in Kingsville and the other 5,000 in two communities, Ricardo and Riviera, and the famous King's Ranch, 950,000 acres of land overflowing into other adjacent counties. In answer to your next question where are these people employed—you learn that they work for the King's Ranch, Celanese Corporation, Kingsville Naval Air Base or Texas Agricultural and Industrial College. You also find out what other agencies are providing social services to people in the community.

#### Some Overwhelming Needs

In a short time you find out that your function is not going to be limited to the giving of casework services, but must include a more pressing need—community organization.

Your case load increases, the schools expect you to handle all school problems, in addition to the specific tasks of juvenile and adult probation. You ask yourself how you can maintain a good relationship with the schools and at the same time try to make them see the need for a visiting teacher program. You already know that a need exists, by the school referrals from December 1954 to April of 1955. However, does the school personnel know it? So you formulate a short form to be distributed among the school teachers, to enable them to see the existing truancy problem. After compiling all data you end up with a report for the superintendent of schools, revealing that ninety habitual truants were reported by the teachers and recommending that they consider establishing a visiting teacher's program to serve these children. With such unrefutable evidence they agree to set up the program, and by July the future visiting teacher is working—without pay—in the probation setting to learn casework principles and methods. Now, after nine months

on the job at school, he is planning to take graduate training in a school of social service.

As the "lone" trained worker becomes part of the community he begins to see many needs but realizes that he is not superman, and so he works only with those with which he feels he can at least get the ball rolling. Some of the unmet needs include:

- 1) no Public Health Service or willingness on the part of most doctors to give of their time,
- 2) no other casework agency or caseworker that can help with the decisions that must be made,
- 3) no facilities for psychological or psychiatric services,
- 4) no funds for foster home care,
- 5) no organized recreation program.

There are these and many other unmet needs that will crop up from time to time. While you keep reminding yourself that you could limit your scope to the area of probation, you realize that prevention and treatment can only be done with the additional now non-existing facilities.

February 1955 was three months after I had arrived. A group of men from my ethnic group approached me requesting assistance in setting up a recreation program in their local section. I rejected their proposal suggesting a county- or community-wide project instead. A hot discussion—and I mean hot—took place, but I stood by my convictions that this was not as local a need as they thought and was able to sell them on that idea. Due to a lack of time I will only mention that the leaders of the community became involved in a county survey of recreational needs, carried out under the direction of the recreation consultant of the State Department of Public Welfare. At the request of the City and County Recreation Board, on May 1, 1956, the city and county commissioners employed a recreation director who has one advantage that I didn't have, and that is, a complete survey of needs and facilities, including what our youth and adults want in the form of leisure-time activities.

### **Work in Probation Department**

I have given you examples of two rather large projects undertaken and now I wish to come back to my specific area of operation—the Probation Department. In any com-

munity the majority of contacts are with the Police Department and naturally desirable relations should be positive. How do you build a positive relationship with a sheriff who has been in office for twenty-five years and a chief of police who comes from New Jersey to Kingsville with the Navy and graduated from chief of the shore patrol to chief of police? I soon learned that the best possibilities for progress were with the chief of police, but by the same token, I also knew that the sheriff was a powerful figure in the old party.

To make things more frustrating I received half of my salary from the county (old party) and half from the city (new party). However if you play your cards right and become a fence rider, setting as your main objective the welfare of all children in the county, you might survive.

One problem was that we had no detention facilities other than the county and city jail. I got hold of a case situation that was appealing to the emotions of the commissioners. It involved a ten-year-old girl who ran away for the third time from a free foster home. She is in need of placement with foster parents who are ready to work with the agency and to whom you can tell what to do for the child, and not those to whom you have little right to request more than is necessary since they are giving their service free.

With this case plus data on other cases on runaway children and those needing placement away from their own home and the jails, I asked the commissioner for \$1,000 to begin a foster home program. But money is not all. Next comes the task of finding good, paid foster parents.

I could go on telling you more about Kleneg County but our time is limited. I have not said too much about casework treatment because I want to make clear that in a community in which social work is new, explaining needs and helping to organize services is definitely one of the areas we must function in, in order to involve the community in the planning. This is the only way to make our task less frustrating.

## RURAL CHILD WELFARE WORKER

**Jean Elbert**, Child Welfare Worker

Greene County, Division of Welfare

Missouri Department of Public Health and Welfare, Springfield

THE TITLE child welfare worker has both a general and a specific meaning for each of us, but the agency setting and organization within which we work determines the nature of our job. My particular job happens to be with a public welfare agency in a semi-rural county where it is necessary for the child welfare worker to carry a fairly large and undifferentiated case load, as well as assume responsibility for community interpretation. I am sure all of you have at one time had some interested friend or community person ask, "Just what do you do as a child welfare worker?" In response to this question we usually enumerate the general functions of our agency, which include for me protective services to children in their own homes, case-work with unmarried mothers, adoptive placements, recruitment and study of foster homes, and supervision of children in foster care, to which our friend replies, "How interesting your job must be!"

### *Importance of Professional Discipline*

Indeed ours is an interesting job, but we have not begun to tell the story of child welfare until we reveal the heart of our job, which to me, is more than what we *do*—it is what we *mean* to people. It is evident to the child welfare worker that in her contacts with the people she seeks to help she has a different meaning to persons in divergent circumstances of life—to a child going into a new foster home, she may be a stabilizing support and a trusted familiar friend; to neglecting parents, she may be their superego which motivates change; to an unmarried mother, she may be an accepting understanding confidante; to a teenager, she may be a prohibiting, conforming member of his adult world; and to prospective adoptive parents, she may be the essence of hope for the fulfillment of their desires. It can readily

be seen that by the nature of the job we have to do, the meaning we have for the people we serve is not always positive. Regardless of whether our role has a positive or negative meaning for the client at any one time, the determining factor in terms of our effectiveness lies in the professional training and experience we bring to the job. We need to have a thorough understanding of human dynamics and interpersonal relationships and a keen sensitivity to the individual needs of people. Without these components the child welfare worker would not only miss her opportunity to be of real help to many people with problems, but might innocently do untold damage to the lives of both children and adults. We are able to realize the value of training with a generic base and the opportunity for learning some specific skills in our chosen fields of interest as we use this training in our day-to-day job.

I recall being particularly distressed sometime ago when an unmarried mother with whom I had been working returned to her home county after her baby was born and went to the local agency for help in completing plans for herself and her child.

This twenty-year-old girl had come some 500 miles from her home in order to protect herself, planning to relinquish her baby. When it was learned that the baby was physically unadoptable, we tried to help her accept and understand the circumstances and told her we would help her make plans for the care of her child. We provided care for the baby for several months until plans could be worked out with the agency in the county where she had residence. Unfortunately, the worker in her home county was not trained and failed to understand fully how badly this girl needed continued help in working through her feelings about this tremendous problem, as well as in making arrangements for the care of her baby. The girl was told by this other agency that she had two alternatives—"one was to care personally for her child and receive Aid to Dependent Children, or put her baby in a boarding home where she would have to pay \$80 a month until he could be accepted in a state institution where she would be obligated to pay \$50 a

month as long as he lived." This unmarried mother was an intelligent attractive girl who had held a fairly good job as a secretary for several years and had told none of her family or friends about her pregnancy, hoping to be able to keep it a complete secret. After learning the choices she had, she called long distance to ask if there were any way I could help her. Eventually it was necessary for her to come and get the baby and take him to a boarding home where she would be faced with a terrific financial burden, to say the least. She had not been able to resolve any of her feelings about the baby and when she came to get him still refused even to look at him. She buried her face in her hands and was sobbing hard as she departed. I felt I had really let her down because she apparently could not get the help she needed from the other agency, and there would be no one to help her through this crisis in her life.

### ***Understanding Childhood***

Child welfare workers must like children and be continuously interested in their activities and development. This sounds trite, but I think it is very important for us to observe children from normal family settings—notice what their parents mean to them, what is conducive to further development, what will be a hindrance or an obstacle to their growth, and by comparison what our agency children are missing. This kind of awareness assists us in diagnosis and treatment. In rural and semi-rural counties planning for children frequently has to be done without benefit of psychiatric consultation or findings from psychological testing because the cost and distances are prohibitive. We simply have to assume complete responsibility and rely on our own skills. It is sobering to realize what the decisions we make will mean to the children for whom we are responsible. Because in part we shape their destinies, it behooves us to be alert constantly to their individual needs, keenly aware of their deepest feelings, and extremely conscientious in making plans for them.

Many times we see what our children need, but we cannot make it available to them because of local limitations. When this happens, we do not give up but try to make a substitute plan. I have a twelve-year-old girl in my case load who lives in the country with an inadequate grandmother and an aged stepgrandfather.

There was no doubt that Gloria was being neglected by this grandmother who not only failed to provide adequate physical care for her and see that she attended school regularly, but was an immoral person and by her permissiveness and example encouraged Gloria toward promiscuity. The best plan for Gloria was to remove her from her grandmother's care and place her in a foster family home or a good foster group care home. At that time funds were not available for foster home care, and we are lacking in group care resources for adolescents throughout the state. Consequently for a time Gloria had to remain with her grandmother. We tried to help the grandmother improve, within her capacity, the care given her granddaughter by giving her support and recognition. At the same time we worked individually with Gloria by providing additional environmental activities outside the home in the form of clarinet lessons and a session at summer camp. Because Gloria had a severe speech impediment which concerned her, we arranged transportation for a weekly appointment at a college speech clinic in town where a student clinician works with her.

These outside contacts have seemed to mean a great deal to Gloria and although there is considerable room for improvement, I believe she is a happier, more stable girl than we knew initially.

### ***Preparing Child for Adoption***

One of the most important services we give in child welfare is selection of an adoptive home for a particular child and preparing the child for permanent placement. It is often difficult for lay people, including adoptive parents, to understand why a period of preparation is necessary before permanent placement, and adoptive parents frequently urge the worker to leave the child on the first visit because they are so excited and pleased with the child and are sure they will get along all right. What they fail to see is that neither they nor we can be sure the child feels he can manage all right or is ready to stay until he tells us in his own way. Several years ago I selected an adoptive home for a four-year-old boy who was abandoned by his mother when he was three.

Johnny's mother was young, divorced, and insecure and upon finding it difficult to maintain a home for herself and her child resorted to living with men who would support them, until one man objected to Johnny's presence. The mother placed Johnny in an independent foster home and subsequently abandoned him there, making it necessary for our agency to assume respon-



sibility for him and provide temporary care in the Children's Home, a local group care institution. I located the mother who verbalized return of Johnny but immediately left the state, and the home she eventually offered could not be approved.

When a year's abandonment made Johnny legally free for adoption, I began talking with him about his mother being so far away and never being able to come back to see him.

I thought she would want Johnny to have a home here with a mother and daddy who would love him and care for him. Because the Children's Home was the only place that provided security for Johnny, he quickly responded with, "This is the goodest place for children to stay, and I want to be here always."

I agreed with Johnny but in subsequent interviews we again discussed a home for him, and he finally consented to go with me to visit some people who love children.

During our first visit in the adoptive home, Johnny sat on my lap, holding tightly to my neck, and turning around only occasionally to look at the adoptive parents. We sat on the floor playing with some toys, but Johnny never moved away from me or engaged in play with the adoptive parents. On the second visit Johnny began to warm up to the adoptive parents. I stayed with him about an hour and when I left assured him that I would be back at a specific time, which was very important to Johnny because he had been hurt so badly by his mother's abandonment.

During these visits, which took place in December, we talked about which place Johnny wanted Santa Claus to leave his toys. After two more visits in the adoptive home, Johnny emphatically told me he wanted "to go to stay" and wanted Santa Claus to leave his toys at his new home. This was what I had been waiting to hear, so we immediately went to the Children's Home, gathered up his clothing and Christmas packages, and he cheerfully told everyone goodbye. As we drove away, Johnny gave a big sigh and said, "I'm finally rid of the Children's Home"—the little boy who just three weeks before told me about the Children's Home being the "goodest place."

### Conclusion

There are many gratifying experiences in the child welfare job which counter-balance

the headaches, the disappointments, and the lack of participation on the part of those we try so hard to help. I think the most important characteristic of a public child welfare worker is professional discipline, encompassing patience and endurance. So often it seems that we have spent so much time and effort and have accomplished nothing, or possibly have seen improvement in a family with whom we are working and then suddenly the bottom seems to drop out of everything and the situation is almost worse than when we started. These are obvious failures both for the worker and the client, but we should not interpret them as a personal affront. We must be mature enough to accept and understand why the client does not move forward with his problems and why he responds hostilely to our attempts to help him. We need to have the resilience to come back after a severe disappointment and start anew with our client at his level. How many of us can really see at five o'clock in the afternoon what we have done for the people we have served that day? Sometimes it takes weeks and months to see progress—sometimes we never see accomplishments, but equipped with the knowledge and skill to do our specific job, we will be clear about our goals and the pathways to those goals will be within our reach.



### WHAT IS A CHILD WELFARE WORKER?

*Jean Charnley, Assistant Supervisor  
Children's Unit, Family and Children's Service  
Minneapolis, Minn.*

I HAVE been asked to serve as both discussant and commentator at this meeting. As discussant I could very happily spend the next thirty minutes admiring the papers we have just heard. I insist on my right to do some of that. I shall also extract from them some generalizations to sharpen the picture of what we child welfare workers have in common, whatever our specific setting may be.



The role of commentator sounded deceptively easy at first. I was asked to talk about what a child welfare worker is, and what state offices and county welfare boards and private agencies are seeking when they make special efforts to employ child welfare workers.

Describing and defining the obvious is much more challenging than defining the unusual and unfamiliar. However, I shall try to define for you what a child welfare worker is like, what purpose she serves, and, give you some examples of her.

If you ask me for an example of a child welfare worker, I can say, "You have just read about them."

Miss Hayes has described her experiences and feelings as a placement worker concerned because of the resources she does not have to give her children, troubled by a society that lets a boy get hurt as Samuel Smith has been hurt, but, on the positive side, filled with real conviction about what child welfare can do for the Samuel Smiths in our imperfect world. Miss Hayes lets us know and feel the great excitement she experienced when this withdrawn, self-encrusted child crept far enough out of his shell to move one inch closer to her. Child welfare workers consider the time that goes into three non-verbal interviews well spent if they result in one frightened child moving his physical inch, and all of them deeply believe that Samuel's physical inch represented an emotional mile.

Mrs. Reese gives us an example of another kind of child welfare worker in her setting as the caseworker in a children's institution. We are a little breathless at the end of her day, and at the end of her paper, we say mentally, "Phew! It's five o'clock. It's been quite a day!" We are ready to kick off our shoes and relax. Although Mrs. Reese said that hard, challenging, and demanding as the day was it was a wonderful one, she didn't really have to tell child welfare workers that. She and we agree that this is a most rewarding kind of work.

Mrs. Elbert, in describing her job in a county welfare board, also shows the skills

that required the sensitivity, and physical and emotional stamina. I think that those of us who work in private agencies with limited-sized and only mildly-differentiated case loads stand in particular awe of what the county welfare worker faces in the course of her week's work. And yet, as she moves from unmarried mothers caught in cruel legal traps to little abandoned boys who cling to the security of institutional placement, we recognize her as our sister, and we know that we speak the same language, feel the same frustrations, have the same sadness at what we cannot do for children as well as real pride in what we can do for them. And Mr. DeLeon's descriptions of his activities (as a community organizer) leave us awed.

### *Qualities of Child Welfare Workers*

Qualities like dedication to a job, frustrations and satisfactions characterize all of them. A generalized answer to the question, "What are child welfare workers like?" is harder to achieve. In order to find the answer I did a most unscientific opinion poll among a dozen different people—child welfare workers, family counseling workers, an administrator, several supervisors, and the secretary in a children's agency. To almost all social workers we do appear to be a special variety of person.

My dozen respondents see three essential characteristics in the child welfare worker:

- 1) the impulse that makes a person choose, consciously or unconsciously, to be a children's worker—even before she arrives at a school of social work;
- 2) the possession of specialized graduate training;
- 3) the emergence of the finished product which my interviewees thought clearly recognizable though almost indefinable: the worker whose work with children, refined by her own self-evaluation and the sharpening of her native skills on the grindstone of experience, has made her a mature professional.

I do not see all these parts as of equal weight.

What kind of person is she, then, this student who comes to a school of social work

wanting to learn how to work effectively with and for children?<sup>1</sup> An executive told me, "She gets it in her mother's milk" and went on to talk about the ability and wish to mother children, and, as one part of mothering, to sustain them in growing up. A supervisor of child welfare workers, hearing his comment added, "Sometimes she gets it from lack of mother's milk, too." He had reference to the social workers, whose own lives help them to identify with deprived children of the world, and who feel that they are filling a void in their own childhood by giving to children something they have missed and wanted.

All of this means that a wide variety of early childhood experiences, ranging from the rich to the impoverished, may help to form the person who would become a child welfare worker given the chance. But if a child welfare worker is to be equally effective in dealing with parents and children, if she is to avoid that most serious "crime" of identifying always with one against the other, she must have come to terms with her own childhood experiences and her feelings about her parents and other parent-figures.

### ***What Happens in Social Work School***

Perhaps the child welfare worker knows from the first that she wants to work primarily with and for children. What happens to her in school is the second component in her make-up. The impulse arising from her life experiences in relation to children begins to be disciplined, molded—made professional. The raw good will and wish to help children undergoes a refining process which usually results in increased skill and the ability to translate the humanitarian impulse into the truly helpful act.

Sometimes in the course of her education, she experiences a change of feeling that leads her to decide that she can really be more

comfortable and helpful in another setting in social work—medical social work, psychiatric social work, adult-centered casework. She may even decide that social work is not for her. Or, having come to the school with a firm wish to be, for example, a psychiatric social worker, she may learn that she is compellingly drawn to children's work.

The educational experience desirable for a student who intends to be a child welfare worker should have as its basis sound generic training. The most frequent negative comment I heard when asked for the characteristics of child welfare workers was that they were identified with children against parents. I protest that if you are truly and soundly identified with children you cannot be against parents. Happy children need their parents—or the best facsimiles we can manage—and so, *if we are for children, it follows that we must also be for parents.*

The good child welfare worker will need to find in her education all the skill and knowledge she can absorb about adults. She will need to be an excellent family counselor, worker with teachers, with house mothers, with janitors, with boards, with the myriad constellation of important adults that surround children. Nor can she decide to work with them in a manipulative sort of way to get them to cooperate on what she feels is her casework goal for the child. Only a positive transference releases an adult to move, and such a transference must be primarily in relation to his own needs, not merely the needs of a child. Happily most often the needs of parents are appropriately intertwined with the needs of their children.

*The future child welfare worker needs from her education all the training she can absorb in generic casework.* Assuming that she has that, and there is room for some specialization, I would see her choosing courses in child psychology, child psychiatry, casework with children and so on. In keeping with my firm emphasis on generic casework training, I would like one year of her field placement to be in an agency whose primary responsibility is not direct services to children; then a

<sup>1</sup> I apologize to the men in child welfare, for my use of the pronoun "she." Believe me, we all welcome your growing number in our field. Since I must choose one pronoun for clarity, and since I am a woman, I say "she."

second year in an agency where direct services to children will be an important part of her work.

In the creation of a hypothetical child welfare worker, we have started with the person who wants to work with children. We have taken her through graduate work, and she is ready for her job. We have the basic ingredient. The right kind of learning and experience in her agency should in time turn out the desired product, a good child welfare worker.

Now we have looked at examples of child welfare workers, and we have considered three parts—the person, the education, and the experience—that go into the creation of a child welfare worker. We still have not really dealt with her characteristics when she is in action. What is it that makes her somehow different from other kinds of social workers?

### ***Child Welfare Worker Is Distinctive***

The first characteristic that comes to my mind is something special in the child welfare worker's feelings about working with children.

Many people in the helping professions feel rather frightened about entering into a deep and meaningful relationship with a child. I have been told that it is typical of young psychiatrists in training to display anxiety at the idea of treating children and that they need real help with this fear. Despite such help a relatively small number choose child psychiatry.

A similar kind of anxiety seems to operate in many social workers. The child welfare worker appreciates their anxiety. She herself knows well that children are delicate, that they scar easily and that the scars of childhood last into adult life.

But a practical and understanding part of her knows even better that we do not help children by staying away from them. She knows and acts with real conviction when she reaches out her hand directly to a child, takes his hand in hers, and encourages him to talk about his hopes, his fears, his sense of desertion.

Her conviction about the help she has to give as a caseworker to a child is very real. I have never heard an "arrived" child welfare worker question the wisdom of a positive relationship with a needful child. She knows that the disciplined relationship she offers not only cannot hurt him, but that it is a healing salve that can prevent scar tissue from spreading over too large a portion of his body. This feeling of serenity in relating to children deeply and significantly about the pain that they are feeling is the sharpest distinguishing characteristic of the child welfare worker. It is the characteristic that sets her apart from many other social workers. It is this above all that agencies ought to be seeking when they go out purposefully to hire child welfare workers.

The child welfare worker has dealt with the anxiety of offering a relationship to a child pretty fully. She has exorcised the ghost with knowledge and experience. She is very certain that it is life, not the words of a caseworker, that scars children. Though it may become her responsibility for a time in the child's life to shield him from scarring experiences, she knows that she cannot create a Utopia for him, that she cannot feel personally responsible or guilty about the bad things that have happened to him. When the child welfare worker finds an abandoned weeping child huddled in a corner, she is certain that she will help that child by letting him know that she is there to assist him, and by putting into words for him some of the desolation he is feeling. And when an elegantly dressed little girl squirms in an office chair, choked with anxiety about the little brother she wishes were dead, the social worker is equally sure that she will aid this child by helping her to talk about the horror that will not let her eat or sleep.

The child welfare worker knows that children in trouble need their social workers just as much as do adults. But she also knows that the child in trouble is not "just like" the adult who needs help.

She does not make the mistake that mass manufacturers of children's clothing made almost 100 years ago when they took men's

and women's clothes and mathematically reduced them to a third or a half of their size with the expectation that they would fit children. They learned the hard way that children are not just small-sized copies of adults.

### ***Communicating with the Child***

Some social workers who are not comfortable interviewing children make a similar mistake. They use the same interview structure and techniques—with perhaps littler words—when they find themselves interviewing a child. More often than not, the structure doesn't fit.

Child welfare workers learn to use great flexibility with their young clients. Some of their clients prefer to be interviewed sitting on the floor, or on their caseworkers' laps. Some of their clients find that there is nothing like a somersault to loosen up a stiff tongue. Some small clients talk better with a mouth full of bubble gum. Others in their anxiety vomit the ice cream cone lovingly given, but are deeply helped when the caseworker tells them what they do not know—why they had to waste a perfectly good ten cents worth of ice cream!

The child welfare worker knows that the child who can act like an adult and say, "I came here because I want help with this or that problem," is one in a million. She does not expect it. More often than not the social worker has to tell the child why he finds himself at the agency and how he feels about it.

The techniques of interviewing children are truly different. Patience, flexibility, creativity, lack of anxiety, are just some of the tools used by a child welfare worker in casework with a child.

Another special characteristic is the child welfare worker's feelings about children which she manages to communicate to them and which is a part of the magic that frees children to work with her.

She believes in the wisdom of children, in their basic right to make decisions and to have a vote in their own destinies. Adults who are not child-related miss a great deal by

not having the experience of learning from children. The child welfare worker knows that children have important things to say. She knows that they have ideas about what is going wrong for them, and that they can advise her on how to help them find their way to a better world.

The language of the child is different from that of the adult. The child has not been so long and so thoroughly exposed to clichés of thinking and speaking. His words come out with a clearness and freshness that is startling to our ears. Sometimes he has to say the too big thing he feels through acting, and this too we must learn to translate. The children's worker is sensitively related to the language of children and willing to wait patiently until the child is ready to speak, and she is able to understand. A knowledge of linguistics helps.

In understanding children I have used English, gutter language, Pig Latin, Opp Talk and Childese. I remember as an example of Childese the sentence, "My foster mother stinks." Depending on the child, it might mean, "I am afraid I am starting to care for her," or, "She's not enough like my mother," or perhaps, "I wish she really liked me. She doesn't, you know."

Sometimes it takes only three or four interview hours to be sure of the correct translation of that one sentence, sometimes a great deal more; but every child welfare worker can do it and knows not only that she needs to get the right meaning but also that the hours she works to understand her young client are health-giving hours for him.

Another characteristic of the child welfare worker is her deep knowledge of growth patterns in children, her almost religious belief that the freedom to grow is the basic right of every child. She sees growth as a continuous stream toward maturity. She is concerned when she finds a child has skipped some years and has catapulted himself into adolescence without having had a childhood first. She often helps him back up to take care of the missing part of his growth. And when she finds a child who is chronologically an adolescent but emotionally a pre-schooler, she relates to his problem in growth and helps him



find the way to free himself to begin to mature.

Many a child welfare worker who is fortunate enough to stay for years in one agency can have a happy and enriching experience in sustaining and mothering some of her young clients all the way into maturity. This is a satisfying experience, and for some reason, an anxiety-producing, exhausting experience for workers who are not child-related.

### ***Working with Adults***

I have spoken of some of the characteristics of the child welfare worker as she relates herself to the child. She must also find her place in relation to the host of very important adults who surround him. She must show where the child belongs and where she belongs. Furthermore, she must demonstrate how highly she values those adults who rightfully are a part of the child's world. She needs, in other words, a bit of the group worker in her.

The child welfare worker must also have found the answer to a problem which was most often mentioned to me as the part of the job that makes many social workers turn thumbs down on the job of child welfare worker. It is her sense of responsibility for the child. This is heightened when parents are out of the picture. Unless she has a clear understanding of the meaning of responsibility, she may feel that she alone is entirely responsible for the kind of adult the child grows up to be. If he disappears from his foster home one night, she may mistakenly feel that it was entirely her failure that caused him to run away, and that she personally must get in her car and tour the streets to find him. Her state may not offer appropriate psychiatric facilities for mentally ill children or decent detention facilities for delinquent ones. She is seriously mistaken when she blames herself for these deficiencies.

### ***Interpreting the Job***

The child without parents in agency care is not the sole responsibility of the worker. He does not belong to her. Nor can she mold him into just what she thinks he should be. The parentless child belongs to the world, the nation, the state, the county, the city, the citizens, the board, the agency, the supervisor, and the worker. He also in a rather wonderful way belongs to himself. The child welfare worker in order to survive and be effective must have a real sense of sharing her responsibility with the world and letting the world know what this child and other children need and must have to grow.

The ability to speak to the world, if only a little part of it, for her children and all children, is a part of the child welfare worker's job. Many of them have demonstrated that they do it very well. One of the qualities that stood out sharply for me in the foregoing papers was clarity of expression. We did not think how deep! how complex! how erudite! There were an openness, an honesty, and a simplicity of expression that do not always characterize writing by social workers.

The child welfare worker feels real pride and conviction about what she is doing. She may spend a fourth of her day explaining to the community as represented by boards, police, school principals, and foster parents, what her child needs, and how she as a social worker is trying to help him get what he needs; and she probably takes that extra minute to point out the next step the tax payers and citizens need to take to give children like hers a chance at happiness.

Child welfare is not a closed corporation. There are open doors and welcome mats out for all social workers. Come inside the door, and on our living room table you'll find free certificates of membership. All we ask is that you believe children have something to say, are worth listening to, and that they, like all clients, can benefit by a casework relationship.



# THE UNIT SOCIAL WORKER\*

**Morris F. Mayer, Ph.D.**

Resident Director, Bellefaire  
Cleveland, Ohio

IN ITS development into a treatment center Bellefaire<sup>1</sup> found itself confronted with many new needs which it tried to meet by the development of a clinical program, including psychiatrists and psychologist, the reduction of case loads, development of an intramural school, the establishment of smaller living groups, increase of staff in these groups, etc. Many problems remain unsolved. Through the establishment of the unit work system we tried to attack three of these problems:

- a. the problem of size;
- b. the problem of communication; and
- c. the problem of the unreached child.

## ***The Problem of Size***

We have seven cottages in four architectural units, each of which includes a kitchen. Each cottage houses between ten and fifteen children, who up to a few years ago were supervised by one full-time child care worker plus one part-time child care worker. Within the last few years we have doubled and in some cases tripled this staff. How to make available the advantages of a small institution to an institution of this size was a major concern.

The establishment of the unit work system divided the campus into four units. Each unit worker—a social group worker or a

specially trained caseworker—was placed in charge of two adjacent cottages. His office is in the unit and he spends most of his time in the cottages. He is responsible for the total staff and program within the unit, including management, daily routines, leisure-time activities, staff integration and supervision. As far as the children are concerned he is the one in charge, although they know that the central authority remains with the Resident Director.

Through the presence of the unit worker we feel that we have gained some of the advantages of the smaller institution: personal closeness of the administrative head to the children; closer inter-relationship between staff and children; the feeling of unity in spite of the multiple cottage personnel, etc. At the same time we continue to benefit from the size of our institution. We can develop differential and homogeneous groupings in school, cottages and recreational activities; we can develop leadership on a less competitive basis than is possible in groups spanning greater age ranges; we have a large variety of recreational and educational outlets for individuals and groups.

## ***Communication***

One of the real difficulties in all therapeutic settings is to translate diagnostic findings and therapeutic planning into every-day life experiences. How does anxiety express itself around the dinner table, or at bedtime, and how should it be handled? Which are the first alarm signals of crises? How can we be alert to them in every-day life? How can we gear the program of living to therapy? The success of residential treatment depends greatly on the every-day living. It is difficult to translate ego building devices into every-day

\*Given at National Conference of Social Work, St. Louis, Mo., May 1956.

<sup>1</sup> Bellefaire, the Jewish Children's Home of Cleveland, Ohio founded in 1878 and relocated in 1929, has developed during the past twelve years from an institution for the dependent child into a treatment center for the emotionally disturbed child. Originally serving about 250 children and situated on thirty-two acres of land on the outskirts of Cleveland, it is built on the cottage plan. The population was reduced to ninety, and its staff has grown to about the same number.

reality. It is especially so, if the people who give the advice are highly trained professional specialists and the people who carry them out are relatively untrained houseparents, counselors, etc.

The importance of the group living personnel has been stressed, assuring them that they are the "hub of the wheel," the "equal partners" of a team. Houseparents in dependency institutions for dependent children have been encouraged to regard the cottage as their "home," to imprint their own personality upon the program and the children. While this is also necessary in treatment centers, the focus has to be on their being a part of a clinical team—as the nurse is part of a clinical team in a hospital—and to help them accept this concept. Supervision of the child care staff is most important in their integration and development.

The unit worker's task with the child care staff has a two-fold focus. It is directed toward establishing regular periods of supervision, and strengthening through them the self-confidence and ability of the child care workers who function on their own. On the other hand it is geared to give them the assurance of ever-availability of the supervisor in order to reduce to a minimum their anxiety. They need help in such problems as how to relate to individual children within the group setting, how to use group activities, how to establish protective limits and controls at all times, how to manage the cottage routines from morning to night, and how to relate to the visiting parents of the children. The most important help they need is in handling their own feelings and attitudes, such as their fears, and counter-hostilities.

The help given to the child care staff in relationship to other departments is most important in their relationship to the professional staff. In their participation in clinical staffings, as well as in the regular individual conferences with the caseworkers, they feel prepared and protected by the support of the unit worker who is always on "their side." In addition to the child care staff, the household personnel (cooks and maids) receives greater

attention, not only because of the problems arising from their work (food, cleanliness) but also because of the importance they might assume to individual children by their presence in the cottage. Individual conferences by the unit worker with the household staff, as well as regular group meetings with the total unit staff, bring about a greater integration and avoid friction by anticipatory planning.

In addition to the unit worker's role as a supervisor he carries certain functions directly with the children, especially the development of regular cottage meetings. The meetings vary in size and frequency according to the age of the children. The major purpose of the meetings is to review and plan events of the week, activities, routines, menus. Reports from the Campus Council (an individual assembly of children—delegates of all cottages) are the regular subjects of discussion. There are many spontaneous discussions which develop during these meetings on such questions as: when is a child ready to go home? should parents visit weekly? why do some children go to a foster home and others not? how do you combat homesickness? what do you do about children on the outside who make derogatory remarks about Bellefaire children? Many times sub-groups develop in reference to these highly-charged subjects, and the discussions have some of the qualities of group therapy, in which children who do not discuss their problems in individual therapy participate spontaneously.

The unit worker, of course, has personal contact with individual children about disciplinary measures, or complaints about their cottage counselor, caseworker, or the program. While these discussions are usually spontaneous, sometimes they are planned and initiated by the unit worker as a part of a treatment plan. Most of the unit worker's contacts with the group and the individual children are activity-oriented, namely, in games, playlets, sports activities, and outings. The intensity of this participation depends on the need of the group and the individual child involved.

### ***The Unreached Child***

Prospects for successful treatment are best if the child and parent desire the treatment. Unfortunately among children in residential treatment there are many who do not have the wish to be treated, and whose pathology implies their inability to seek help. This might be due to extreme fear of people, defiance of them, or because of defense, of indifference, or of denial. These are frequently the very reasons why children cannot be treated within their own family but must be referred to a treatment center. We had a number of children in our institution who did not avail themselves of the assigned therapist, who practically had to be pushed to the interviews, and were unproductive during the sessions. Even though casework is a part of the cultural pattern of our institution, and every child expects to see a caseworker, certain children have excluded themselves from this pattern. We have tried various means of getting to these children. Caseworkers spent hours in the cottage in play activities. There would be long silent walks with heroic endurance. The caseworker would try over and over again to "break the ice" between himself and the child. One of our boys wanted his caseworker only as a teacher of basketball, but refused to talk about himself. Finally he told the worker he did not have to see him at all because he now knew how to play basketball.

In a number of these cases the caseworker ultimately succeeded in getting close to the child, and in helping him. In other cases this was impossible. A number of these children, however, at one time or another opened up to one of the adults living with them, especially child care workers in the cottages and revealed significant material to them. Some of the child care staff were able to handle these revelations with a great deal of understanding. Others unfortunately were not. They were hasty in giving advice, moralistic, judgmental, or overly identified with the mood of the child.

With the establishment of the unit work system we have tried to attack this problem. In addition to functioning as group worker,

supervisor and department head, the unit worker functions as "therapist" for these particular children. The children are informed that the unit worker is now their "caseworker," and that they can see him in the cottage at a regular time, or whenever they feel they have something to say. This structuring is necessary since everyone in the institution has a caseworker. We do not want the child to feel that he does not need one or that he is a "second class citizen." The unit worker explains to the child the "special" function he has with regard to him as compared to the other children in the cottage. For all the other children he is the supervisor, for them, however, he also is the caseworker. It is important in selecting cases for this assignment to make sure that the child can use the combination of administrative authority and casework support. We choose only children who for the time being need and can use only planfully conditioned environment and social education. The caseworker has to be in close contact with the child in order to see the cause and effect relationships in his day-to-day behavior and help him develop new patterns. Another type of child we select is the one who cannot contain his anxiety from one interview to the other. The administrative function of the unit worker, the security that his authority provides is actually an asset at this stage of the child's stay at the institution. The importance of the selection of such cases only where authority does not jeopardize the casework relationship cannot be stressed enough.

The result of this part of the unit worker's function has thus far been very satisfying. We soon noticed that children who did not come to the caseworker were very much at ease with the unit worker. One child, who had always denied any own problems, followed the unit worker around as a stage hand in a dramatic performance. In the course of this recreational relationship he slowly brought out to the unit worker his conflicts about his psychotic mother, and his terrible loneliness. Another child, a girl, who had been completely withdrawn and non-verbal for a period of a year, did not talk to

the unit worker either for quite a while, but when the unit worker repeatedly helped her in drying dishes and doing certain chores in the cottage, she started talking about her own home; then she consented to come to see the unit worker in her office in the cottage. A very meaningful relationship has developed and the youngster has been able to share much important material with the unit worker. There has been remarkable improvement in her total adjustment. We have not been equally successful so far with the highly aggressive child where the unit worker (as cottage supervisor) has to be constantly involved in control and containment.

### *Some Unanswered Questions*

We had thought that the unit worker would be, so to speak, the "appetizer" for treatment, and as soon as the child was ready for a treatment relationship he would be transferred to either the psychiatrist or a caseworker. Thus far this has not been pos-

sible. It is still too early for us to know whether the children who respond favorably in the relationship with the unit worker will develop sufficient capacity to use psychotherapy in the traditional sense, or whether they will feel "rejected" by a transfer. The mechanics and dynamics of a referral from the unit worker have not been sufficiently explored. We regard this as one of the unanswered questions of this new project.

There are other questions too: What is the most effective professional training for the unit worker? Should the unit worker help the child care staff develop more self-reliance, or should we foster the development of a more dependent relationship on the unit worker and the clinical staff? Many areas need further clarification, such as, the relationship of unit worker to other departments. On the whole we regard this new project thus far as a successful step towards the day-by-day implementation of a therapeutic program and towards the reaching of some of the unreached children in the institution.

## BOARD MEMBER PAGE

### *Christmas Giving*

ALTHOUGH the concept that children should not be exploited for the purpose of soliciting public charity was enunciated and accepted by professional social work a great many years ago, the spectacle of such exploitation continues in most communities during the Christmas period. And, strangely enough, agencies which look upon themselves as standard-setting seem to be participating. The question is why! You are occasionally told that a child "likes" to go down to one of the leading hotels and to be the beneficiary of the good will of important business men as a part of a holiday project. Yet, on the other hand, we as social workers are frequently upbraided by these same business men because they feel we coddle and promote the "gimme" attitude on the part of relief recipients.

All of us desire to build into those unfortunate children who must temporarily be protected by public funds, a true respect for

themselves as self-maintaining people who give and receive with dignity only to those and from those with whom they have honest ties of love and friendship. How then can we believe it is healthy for a child to have this Christmas party experience? Most of us work very hard to see that children are not "over-placed" in the sense of being exposed to a foster home or a community environment which creates for him a negative contrast between his situation and those of the people about him. Yet, this is completely contradicted by a lavish Christmas party in which he must, of necessity, contrast himself and his parents with the financial status of his hosts.

I know few professional social workers who would argue against this. Yet in a mid-western conference a professional person told me that the children from his institution were thoroughly exhausted at Christmas



from attending some eight or nine Christmas parties which he dared not refuse for fear of offending his community. It has been my own experience that when a club member was told that we did not think this was good for our children and have tried to make alternate suggestions, that the club representative has stated frankly that the club membership personally would get no "fun" out of any other type party, that they would therefore give to some other agency. The problem, of course, becomes more acute if some other agency immediately cooperates with the club.

Unfortunately, one seldom has access to the body of general club membership who might be carried along on such a plan and where a person does, it is fairly easy to redirect their efforts because, by and large, Christmas efforts are generous and well-meaning and persons of means do not consciously wish to make their gifts in a patronizing manner. Generally, the chairman has been chosen because of his interest and because he wants very much to plan something for his organization which he thinks will foster its unity and its purposes. Occasionally, he can be convinced that his club members are more mature and more generous than this.

However, the fact remains that throughout the country the children of the so-called poor are still being taken from institutions certified for membership in standard-setting groups and permitted to participate in these public events. Central committees of councils of social agencies have for years urged that Christmas giving be conducted in such a way that it will contribute to the dignity and benefit of the recipient. Where is the lag? Is it that agency people are not sufficiently forthright in protesting such parties? Is it that boards of directors do not understand the important function they perform in protecting the children under their care and therefore do not give support to a forthright executive? Is it really that the community understands its problems so little that we would endanger the base of social agency support if we took a chance on not being understood by a few individuals?

Actually, the material gains made by the children through such parties may be tawdry, inappropriate or excessive. I have seen dependent children in institutions surfeited with gifts during a period that children in the homes of ADC mothers were getting little or nothing. Must a child be seen to be known? Are we as professional people or our board members assuming inadequate leadership in this regard or is there valid difference of opinion regarding whether or not such festivities

- 1) hurt or harm the children,
- 2) hurt or harm the agency,
- 3) hurt or harm the general cause of public understanding?

If there is a difference of opinion, then we ought to confront it and discuss it openly. If there is not a difference of opinion, why can we not implement our convictions? It is the period of the year when each of us responsible for the dependent child should search our souls in respect to how the tradition of Christmas giving, carried over from centuries of religious and Christian principle, can be applied honestly.

LILLIAN J. JOHNSON  
*Executive Secretary, Ryther Child Center  
Seattle, Wash.*

## SMITH COLLEGE SCHOOL FOR SOCIAL WORK A Graduate Professional School

*Programs Leading to the Degree  
Master of Social Science*

Regular Curriculum (Plan A)—Three summer sessions in study on the Smith campus and two winter sessions in field work in selected agencies or clinics

Advanced Standing (Plan B)—Two summer sessions and one winter session designed for applicants who have had several years of supervised experience in an approved casework agency, or previous graduate work

*Academic Year Opens June 19, 1957*

Program of Advanced Study (Third Year) Leading to Diploma—To prepare for practice, supervision, and teaching

*July 25, 1957 to July 23, 1958*

*For further information write to*

THE DIRECTOR COLLEGE HALL 8  
Northampton, Massachusetts

# WRITING FOR A PROFESSIONAL JOURNAL

*Elizabeth G. Meier*

Associate Professor of Social Work  
New York School of Social Work, New York, N. Y.

WHEN THE Mary E. Boretz Award Committee convened last spring, its members discussed the criteria, prepared for the Committee's use, upon which selections of award manuscripts were to be based. Following this meeting, the Editor of this journal, asked me to prepare a paper on "writing articles for publication in professional journals."

As I thought about my assignment it soon became clear that "content" cannot be divorced from "form." Like any piece of writing, a professional article communicates ideas and feelings. But the substance of professional literature also discloses the level of the profession's development. The type and quality of articles submitted for publication reveal the degree of agreement or disagreement about theories upon which practice is based, the quality of skills in practice, the availability or lack of availability of resources, and the kinds of problems with which the profession is concerned.

Since members of a profession carry a "high degree of individual responsibility," every social worker, at whatever level of practice he may be operating, should have something important to say about his profession and his practice. It is hoped that these paragraphs will encourage him to *write*. Here are some suggestions about form.

## ***Qualities Common to Expository Writing***

Many books and articles are devoted exclusively to the subject of "how to write." Some characteristics of good writing are common to any form of expository material; additional qualities are required of articles of a professional nature with technical content.

Obviously, any article should be readable and lively. Learning is both an intellectual and emotional process. Consequently the writer's ideas are most likely to affect the attitudes and behavior of his readers if he

not only stimulates their thoughts but also arouses their feelings.

Dorothy Hutchinson's writings shine with vividness. A deeply-realized understanding of personality theory ennobled by generosity of spirit was her hallmark. The following paragraph describes the process of repression, a highly technical concept; yet Miss Hutchinson makes it real, believable, acceptable, and vivid. It is immediately clear that it is pertinent for the child welfare worker to comprehend this "defense mechanism."

"Through the fact of repression most adults have lost the capacity to remember what it was like to be a child. All the forces of education and of civilization have demanded this as the price of growing up. In order to feel decent in our society, we have to forget all these primitive, self-centered interests and activities characteristic of all human beings in infancy. This necessary forgetting makes it difficult for us to put ourselves back in the position of the child and to view events in his life and people from his childlike perspective."<sup>1</sup>

The writer frequently achieves a vivid effect by evoking sensory images. Selma Fraiberg does this when she discusses the fact that the concept of "help" may be quite meaningless to a child and that it needs to be "re-worked" for the child client. She describes a little girl of six:

"My client became bored with my toys (hers were better anyway, she assured me) and skeptical of my methods. One day the client, squirming uncomfortably on a chair, twisted herself around until her head touched the floor. Then, balancing herself nicely, she stood on her head. At this moment, the client, legs in air but beautifully poised, was struck by a thought. She said to the worker, 'You said you knew how to help children when they're afraid.' 'Yes,' said the worker, leaning over to catch the first shy confessions. 'Well,' then said the client sharply, 'Why don't you do it?'"<sup>2</sup>

<sup>1</sup> Dorothy Hutchinson, "Basic Principles in Child Welfare," *CHILD WELFARE*, December 1952, p. 5.

<sup>2</sup> Selma Fraiberg, "Some Aspects of Casework with Children," *Social Casework*, November 1952, pp. 374-381, p. 375.

The person who gives an illustrated lecture uses the pictures to clarify some points which are difficult to express verbally. In reading a paper the speaker conveys emotional overtones of humor, satire, pathos, tragedy, indignation and outrage by his tone of voice and manner of delivery. The writer, on the other hand, depends entirely upon words formed into sentences to carry his meaning. Nevertheless, he too is able to provide his audience with a type of aesthetic satisfaction as he leads his readers on from one clearly expressed idea to another in a logical sequence of thought.

To do this, the writer himself must know precisely what he intends to discuss, and what points he expects to make in presenting the progression of his thoughts. He has to define his subject for the readers near the beginning of the article. The old-fashioned device of an outline is helpful. "Automatic writing" may be an interesting phenomenon to the psychiatrist because of the clinical data it reveals about the author, but this is not a method of writing likely to produce a readable article!

When a person says "I know what I mean but I can't express it," there is a fairly good chance that he does not know what he means. He still has some thinking to do. Naturally, it may be that as he tries to put his thoughts on paper he will clarify his own ideas, and for some persons this is an excellent method for testing whether or not they understand the subject matter which interests them.

A well-written article is more likely to be persuasive than is poorly prepared material which often arouses irritation. Awkward sentences, ambiguous phrases, and words used repetitiously are nuisances, and the reader's annoyance with form may be transformed into doubt about the validity of content. The reader of a well-written article, on the other hand, is free and ready to use his mental energies toward understanding the content and is favorably disposed toward agreeing with it.

### **Qualities of Professional Writing**

The primary purpose of a professional journal is to inform and to teach. Conse-

quently, the authors of articles published therein have the responsibility of writing so that that which they say will be helpful to the journal's subscribers. In order for the article to get published, the editor must agree with this presumption!

"Clarity in writing" takes on special connotations in material prepared for a professional journal. Each profession develops its own set of technical words and phrases, and these are necessary. However, good usage of terminology presumes two things. Most important, the writer who uses technical language must know what he is talking about. The social worker, a professional person, who is unable to translate technical terms into non-technical language, very likely does not know what he is talking about. Terminology based on understanding is appropriate, but unfortunately, terminology is sometimes used to cover lack of understanding. It does sometimes seem as though a sophomore psychology student in a free "psychoanalysis" of a fellow student, while drinking cokes at a drug store counter, is able to use more psychoanalytic terms in a five-minute conversation than a well trained analyst feels he fully comprehends after a decade of practice.

Technical terms when used carelessly become oversimplifications and deteriorate into meaningless clichés. Anna Freud pointed this out when she wrote

"The idea of 'rejection' in its present form is unprecise, vague, and through over-use has become almost meaningless. Nothing short of definition and classification of the degrees and types of withdrawal of mother-love from the infant can restore it to its initial usefulness."

Miss Freud pointed out the implication of this for treatment,

"There is not one type of rejecting mother, there are many. There are those who are responsible for their rejecting attitude, who can be exhorted, advised, and helped towards a better adjustment to their child; there are also those with whom rejection is beyond control."<sup>3</sup>

In casework, a simple test of the usefulness of a diagnostic term is to ask oneself whether the term used describes in what way the

<sup>3</sup> Anna Freud, *Safeguarding the Emotional Health of Our Children: An Inquiry into the Concept of the Rejecting Mother*, Child Welfare League of America, February 1955, p. 8.

person needs help, whether the person can be helped by casework, or what type of casework treatment is appropriate. One can see then that such cover-all phrases as "unresolved Oedipal feelings" and "hostile-dependency relationship" are not particularly helpful, no matter how professionally fashionable they may be at any given moment. If treatment plans are to proceed out of a diagnosis, detailed information is needed for precise understanding of the uniqueness of this particular person within his particular situation.

Who has the unresolved Oedipal feelings—a man or a woman?

How did this problem come into being?

What part of his Oedipal feelings are unresolved?

How does this lack of resolution manifest itself?

What is this person's role in the home, on the job, in the community?

Is he worried about his "unresolved Oedipal"?

Most important of all, how can the caseworker help the client manage his *conscious behavior* in such a way that his *social adaptation* is improved?

These are but a few of the questions which must be asked.

It is also important for the writer to explain the conceptual framework out of which technical terms arise, particularly in a profession whose practitioners come from differing theoretical orientations. Otherwise the reader may understand something quite different from what the writer intends. For example, the verb "project" means entirely different things, depending on whether the writer's orientation is within the functional or the diagnostic point of view. The situation is even worse if the same writer uses these terms first to mean one thing and then another. This is indeed confusion compounded.

### **Writing Is Preceded by Study**

Since the objective of the professional article is to instruct, the writer should know what others before him have said about the same subject. It is an elementary rule of scholarship for the writer to study previously published materials in order to know if what he has to say is truly new and to give proper credit to the formulations of persons. This

does not mean that there is no place for repetition in professional journals. Indeed, some things need to be emphasized over and over again, for discrepancies continue to exist between the extent of our knowledge and the degree to which we use our knowledge.

There should always be room for articles which demonstrate skillful practice in casework, group work, community organization, and administration. While the concepts and principles upon which practice was based might be the same as those described in other articles, each situation, because of the unique constellation of factors, provides the data from which fresh new material can be drawn. Similarly, precision in thinking is stimulated by the reports of studies and experiments which repeat the design used previously in another setting, to test whether new data lead to similar conclusions or whether the earlier generalizations must be challenged.

However, repetition of such articles as ones describing practices that are based on assumptions about which experimental research has raised serious questions, leads to discouragement rather than hope for effectively serving children. For instance, more than a decade ago, Burlingham and Freud<sup>4</sup> pointed out that the anxieties of children arising out of separation from their parents were alleviated if frequent visits from parents, beginning as soon as possible after separation, were encouraged. Nevertheless, it would be a fairly safe gamble to say that a considerable proportion of child-placing agencies still have rules and policies which prevent parents from visiting their children for a two-week period (more or less) after placement. True, the nature of the situation which led parents to place their children in shelters during the bombing of England is different from those problems leading to agency placements.

In another study Dr. Henry Maas<sup>5</sup> reports

<sup>4</sup> D. Burlingham and A. Freud, *Young Children in War-Time*, George Allen and Unwin, Ltd., London, 1942, and *Infants Without Families*, 1943, same publisher.

<sup>5</sup> Dr. Henry S. Maas, "The Place of Research in Child Welfare Programs," *Six Papers on Child Welfare Problems*, Child Welfare League of America, May 1953, pp. 11-18.



from a study in which the Wichita Child Research Laboratory noted that the behavior problems of children placed by the Kansas Childrens' Home and Service League

"seemed to be associated with the agency's policy of 'breaking as completely as possible all continuity with a former home when for any reason a child was moved into a new foster home. This policy was the outgrowth of a logical assumption that the child would make adjustment and adaptation into a new home more completely, quickly and satisfactorily . . . in proportion as he was not remembering and pining for people, things, and conditions in his former home.' Checking for behavior indicative of insecurity subsequent to each of these breaks, the researchers found a significant 'difference in favor of partial (as contrasted with complete) breaks in environmental continuity.'"<sup>6</sup>

Writing in 1952, Dr. Maas laments "To this day the study by Cowan and Stout remains an isolated effort . . .," although the study was published thirteen years before. In the absence of empirical findings which contradict these studies by Freud and Burlingham and by Cowan and Stout, it would seem as though the burden of proof rested upon agencies which maintain either of these practices—delaying visiting by own parents and discouraging a continuing relationship between a child and foster parents when he leaves that home—on the premise that these policies are "best for the children."

Articles in social work journals frequently are *descriptions of the application of social work theory to practice and analyses of the effect of agency policies upon practice*. In these, the authors describe, demonstrate through case example, elaborate and refine accepted theories, assumptions or agency policies and instruct the reader as to how these can be applied to practice more skillfully. Such articles should take into account related literature.

### Writing is Work

Writing is hard work. Novelists, journalists, poets, essayists and writers of other

<sup>6</sup> Edwina A. Cowan and Eva Stout, "A Comparative Study of the Adjustment Made by Foster Children After Complete and Partial Breaks in Continuity of Home Environment," *American Journal of Orthopsychiatry*, IX, April 1939, pp. 330-338.

forms of exposition attest to this. Probably very few persons can "turn out" a piece of material with effortless ease. The person who intends to write an article had best assume that it will cost considerable time. I do not know what difficulties other people may have in writing—I can describe my own.

Like a sly, stubborn gremlin, a repetitious word persists in climbing back into my paragraph over and over again, no matter how many times I shove it over the edge of the paper. Or suddenly I remember that once upon a time I read some material which bears upon a point I want to make—but who wrote it, and for Goodness Sakes! What was the publication in which I saw it? So, I begin searching through the magazines on the shelf, hoping that a glimmer of remembrance will stir. Then too, at times a phrase seems to dance and sparkle as I frolic with it in my mind, but when I pin it to paper, it turns dull and heavy. Sometimes I think that certain points lead straight and true to an inevitable conclusion. Surely these arguments interlock firmly and safely—and then when I look at the structure of my argument in black and white it is as rickety as a fire-escape ladder dangling from the side of a tenement. There is also the hazard that when engrossed in writing, other duties seem insignificant and are consequently neglected. Cigarette and coffee consumption increases.

Finally, though, the article is completed. It may or may not be accepted for publication. And if finally after all the agonies and uncertainties it does emerge in print, some well-meaning friend is sure to say, "Oh, well! But you write so easily!"

Ohhhh!! X!??\*\*\*\*///X/! Words fail.

But however difficult it may be, there is joy and a sense of fulfillment in creative work.

To have succeeded in expressing thoughts and feelings in a manner which will help and possibly even give pleasure to another person is an accomplishment which provides its own abundant measure of satisfaction.

Try it.

## NEWS FROM THE FIELD

### *Adoption Resource Exchanges*

A FEW DAYS ago a letter such as we receive from time to time came to our office from an agency in a Midwestern state. It told of a couple interested in adopting a child of Oriental background up to the age of six. This agency had no Oriental child to place nor had any Oriental child been referred to the adoption resource exchange in that state for some time. This agency was concerned not only about their family but also about the numbers of Oriental children throughout the country in the care of adoption agencies for whom there are no families. It is this kind of concern for individual children and individual families which has led to the establishment in some few states of adoption resource exchanges. With the growing acceptance of the definition that any child is adoptable who is legally free and who can benefit from family life, the need to expand resources for all children who need adoptive homes has become more pressing. More and more, agencies are making great efforts to make the adoptable child also a placeable child.

Three years ago, a group of over 200 adoption agencies asked the Child Welfare League and/or the Children's Bureau to explore the feasibility of establishing a national register where children available for adoption, for whom it is difficult to find homes, and parents, for whom it is difficult to find children, can be gotten together. These agencies felt the need was so great to use all possible resources at their command to find adoptive homes and, if present resources were insufficient, to develop new ones, that the Child Welfare League agreed to study the possibility of establishing such a plan.

A special project was set up to determine the need for, as well as the feasibility of, a national adoption exchange. The League was convinced, however, that no effective national plan could be operated unless it was based on effective state exchanges. It is essential in the operation of any exchange that first, adoption agencies be ready to explore all of their own resources as well as refer a family or child to an exchange. In the operation of a national exchange it would be essential that each agency explore the resources within its particular state before using a resource set up on a national basis.

The first step was to find out how many states had adoption exchanges and how and why they were established. Seven states are

now operating adoption resource exchanges. No two adoption exchanges operate alike and there is little uniformity in the definition and purpose of an exchange. Therefore, the second step of the project was to use this information and experience to arrive at a uniform plan which could be applied in all states. Only with widespread agreement as to the definition and purpose could a national exchange ever be considered.

Out of these different plans certain principles were established. As a result, a committee of representatives of agencies in states operating exchanges was formed to draw up guides for the planning and operation of an adoption resource exchange which would help other states interested in an inter-agency plan. One of the first things the committee considered was an appropriate name for this operation. It has been commonly called "adoption index" but the consensus of the committee was that this was an inaccurate term since it did not give an idea of what the service is. After much deliberation, the name "adoption resource exchange" was decided upon. The committee believed that this name implied much more accurately what actually goes on in the exchange of information leading to inter-agency placements. The New York Adoption Exchange, which was described in the November 1956 issue of *CHILD WELFARE*,<sup>1</sup> is only one example of how exchanges evolve and operate. Other exchanges have developed at the instigation of the private agencies that wished to have a better means of communication among themselves. Each state must develop a structure suitable to its situation, taking into account such factors as the number of agencies, the size of the state, the kinds of children placed, and the level of professional practice.

Definition was also considered important and the definition finally agreed upon was as follows: An adoption resource exchange is an organized means of exchanging information among agencies about children for whom the agency has no suitable homes and about families for whom the agency has no children. The exchange then is a means of getting families and children together under agency auspices through exchanging information. The exchange itself takes no responsibility for actual placement.

The purpose of an exchange is to encourage and facilitate placement of children and therefore, if it operates effectively, it will

<sup>1</sup> Clara Swan, "Adoption Exchange in New York State."

provide adoption for more children at the time of their optimum readiness. The children usually referred are older children, handicapped children, children of mixed racial background, siblings who should be placed together, children who should be placed in a different geographical area and children for whom the agency has no home of the appropriate religion. Under no circumstances can it serve as a substitute for imaginative development of local resources for skilled casework or for adequate staff. Rather it must be considered as an additional resource for participating agencies.

The League is now ready to embark on the third step of the project—to encourage and help states develop adoption resource exchanges. Some agencies hesitate to participate in an adoption resource exchange because of their fear of differences in practice and in concepts and philosophy. However, in states in which exchanges are now operating, though these differences have arisen, many of them have been found to be more imagined than real. Good practice rather than differences in practice should be the concern. True, much careful thought and planning must go into the establishment of an effective exchange. There has been a growing interest throughout the country in setting up adoption resource exchanges. The League is ready to offer not only the written material but also consultation to help with specific problems.

The United States Children's Bureau has cooperated fully throughout the first two steps of the project and is interested in encouraging establishment of exchanges.

It is only as the third step of the project nears completion that the fourth can be considered—examining the need and feasibility of a national adoption resource exchange.

ZELMA J. FELTEN  
Adoption Analyst  
Child Welfare League of America

### Presidential Action

The Refugee Relief Office of the U. S. Department of State has advised us as follows:

"In accordance with the wishes of the President, and after consultation with the appropriate Congressional committees, the Immigration and Naturalization Service and the Department of State have agreed on a method by which the orphans in question may be brought into the United States.

"American consular officers abroad have been instructed to continue to receive and process orphan visa applications in accordance with the procedures which have already been established under Section 5 of the Refugee Relief Act. These cases will be processed up to the point of visa issuance. If a child is found to be

eligible under the Refugee Relief Act but a visa cannot be issued because the visa numbers have been exhausted, the consular officer will endorse this fact on the usual visa application form. The application and documentation will then be delivered to the appropriate officer of the Immigration and Naturalization Service who, if he finds the case to be in order, will add his endorsement to the form to indicate that the child is admissible except for lack of a visa. The child will then be able to proceed to the United States for entry to this country under parole to the foster parents or prospective foster parents.

"The Immigration and Naturalization Service presently plans to parole into the United States only those orphans whose cases are completed before January 1, 1957.

"It is expected that at its next session the Congress will regularize the status of orphans admitted to the United States under these exceptional procedures."

This means, therefore, that families and social agencies may continue according to the usual established procedures, to assist orphans to immigrate, both those already adopted abroad and those coming into the United States for adoption.

## BOOK NOTES

**Our Blind Children**, by Berthold Lowenfeld, Ph.D.  
Charles C. Thomas, Springfield, Illinois, 1956. 205 pp.  
\$5.50.

In *Our Blind Children*, this outstandingly well qualified educator of blind children conveys his great warmth of feeling for children and parents who are faced with the problems of blindness. Through Dr. Lowenfeld's study and experience he has gained a wide knowledge of the special problems confronting these parents.

Although the book is designed to help parents who may face similar problems with their blind child, it also provides thought-provoking material potentially useful to the professionally qualified caseworker. In fact, the author has incorporated philosophies common to several allied professional disciplines "in attempting to present the best in current thinking and practice in the education of blind children."

The book appears at a time when the coordination of professional knowledge and skills in a teamwork approach is considered the most effective way to help young blind children achieve optimum development. Increasing numbers of caseworkers, as members of this team, are being asked to give counseling service to parents; *Our Blind Children* is here being reviewed from a caseworker's point of view.

The first four chapters of the book most nearly achieve its purpose, by giving parents comfort, confidence and courage to accept and meet creatively the future with their



handicapped child. Caseworkers counseling with parents of a young child, for whom the diagnosis of blindness has recently been received, probably will find their thinking compatible with the author's, as typified by such statements as: "We find them (parents) to be desperate, confused, anxious and somehow feeling guilty" and "Parents sometimes feel rather inadequate and confused concerning their ability to do a good job of bringing up their child. There is so much they hear . . . and read . . . that they are often unable to digest it with any wholesome effect."

Starting with Chapter V the author departs in method from some of the principles stated earlier. The remaining chapters are interspersed with factual information and specific suggestions, described by the author as "responses." Without the benefit of a skillful differential diagnosis based upon intimate knowledge of the inter-related factors in each child's total life experience, the broad evaluations and suggestions made might or might not be applicable to a given problem. It seems doubtful that at the time parents have the greatest need for help, they would be emotionally ready to "digest" the multifaceted content of this entire book. With skilled counseling, parents could be helped to use the material in these later chapters more constructively; without it, the material might add to their confusion and guilt.

The briefly stated technical facts with regard to the causes and medical aspects of blindness, and the clearly presented description of formal educational methods established for blind children provide suitable orientation information for parents having little or no previous acquaintance with blindness.

Used as a reference resource by caseworkers, the book re-emphasizes and supports the belief that a child who is blind is essentially like all other children; yet it points out realistic differences due to lack of sight, for which adaptations must be made.

One point made in Chapter IX could be misunderstood and needs clarification. The statement that "extreme poverty, however, will suggest that the child may be better off placed away from home" is in direct conflict with the long-established principle that no child should be deprived of his own home for financial reasons alone.

Weaknesses in the book seem minor compared to the wide scope of the information assembled in this one volume. It was a little disappointing not to find more attention given to the positive values derived from parents' participation in parent groups.

The very fact that Dr. Lowenfeld so generously and honestly shared his vast knowledge of technical facts and his outstanding convictions and opinions about growing and learning with *Our Blind Children* places his contribution on the reading list for persons who are personally or professionally interested in ways to help blind children.

EDITH H. MONROE, *Coordinator  
Services for Preschool Blind Children  
Division of Social Administration  
Ohio Department of Public Welfare  
Columbus, Ohio*

**What Makes A Good Home?**, by Anna W. M. Wolf and Margaret C. Dawson. The Child Study Association of America, Inc., 132 E. 74th St., New York 21, N. Y. 34 pp. 40¢, single copy; 32¢, 10-99 copies; 28¢, 1000 or more copies.

This booklet written for "young marrieds" and cheerfully illustrated by Doug Anderson, discusses clearly and concisely a great number of basic facts on maintaining wholesome family life. The content covers the relationships of different members of the family to each other, fun for the family, practical household arrangements, how to cope with a child's adventures. The authors also point out that a family is not an entity in itself, and should be aware of the part that the community plays in contributing to family strength. "A Community Guide" at the end of the booklet suggests how families may get in touch with a local agency, or if this is not possible with national agencies, for the help they need.

**Casework Services for Children**, by Henrietta L. Gordon. Houghton Mifflin Co., Nov. 1955. 493 pp.

The price for this book is now fixed at \$5.50. This change in the price listed in the League's Publication List was necessitated by the fact that in its final form the book was almost 125 pages longer than was originally anticipated.

**Education and Mental Health**, A report based upon the work of a European conference called by UNESCO at the Musée Pédagogique in Paris, November-December 1952, by W. D. Wall. Columbia University Press, N. Y., (a Unesco publication, Paris, 1955). 347 pp. \$3.00.

This book is addressed to educators and to those in other professions who must be concerned with the effects—deliberate or unintended—of school experiences on the mental health of children. It is one of a series of UNESCO reports on Problems in Education. The book summarizes the substance of a carefully prepared conference of educators,



psychologists and child welfare workers, most of whom were European but some of whom were American. The conference focused on European schools. The author, a British educational psychologist and staff member of the Education Department of UNESCO, has competently compressed the wide range of information and responsible opinion produced for and by this conference into a coherent and readable volume.

Jean Piaget, the distinguished French social-psychologist, succinctly expresses the underlying premise of the book in a brief preface. Methods of education, he writes, must contribute to the reduction of international tensions by addressing themselves to twin objectives: the "flowering of personality" and the "readiness to cooperate." Therefore those aspects of school organization, curriculum, teaching practices, community services and other features of the educational system which have greatest relevance to mental health are examined.

By its very nature a report of this sort cannot present original research although it does summarize an extensive body of research material. The author is judicious with respect to claims for scientific certainty as a foundation for prescribing specific educational practices to enhance mental health in the schools. He points repeatedly to inadequacies of our knowledge. He does not, however, fall into the opposite fault which denies that there is some basis in sound knowledge and experience on which to recommend some practices over others.

There are chapters on the major age groupings from preschool to later adolescence. In addition the problems of special groups—the subnormal, the handicapped, the maladjusted—are discussed with considerable factual evidence. Especially provocative in the light of existing situations, is an analysis of the effect of teacher training on the chain of influences which finally create the social and psychological climate within the school. Perhaps underemphasized are the more subtle influences on the total educational system of underlying cultural values within the several European societies.

The pertinence of this book to American workers in child welfare is not its presentation of new materials or viewpoints. On the contrary, it demonstrates that Europeans and Americans share the same objectives and approaches to mental health. It, thus, can contribute to the decreasing insularity of American social work which is now approaching a long-needed international perspective. The book should also encourage a reviving recognition by American child welfare workers of the role of the school in mental health. With such a book before them these workers cannot fail to see that their success will be inevitably limited, especially in the mental health area, unless their efforts are fundamentally articulated with those of teachers who, after all, are directly and continuously responsible for major and telling influences on children.

HENRY J. MEYER

*New York University, New York City*

## CLASSIFIED PERSONNEL OPENINGS

Classified personnel advertisements are inserted at the rate of 10 cents per word; boxed ads at \$6.50 per inch; minimum insertion, \$2.50. Deadline for acceptance or cancellation is eighth of month prior to month of publication. Ads listing box numbers or otherwise not identifying the agency are accepted only when accompanied by statement that person presently holding the job knows that the ad is being placed.

**CASEWORKER II**, woman, in children's institution with rapidly developing social work program, psychiatrically oriented. Position offers good personnel practices, adequate supervision, psychiatric consultation, extensive teamwork, and challenge to caseworkers seeking creative approaches to disturbed children and their families. Master's degree social work required. Salary range \$4092-\$5112; highest beginning salary \$4572. Write F. Jack Herring, Boys' & Girls' Aid Society, 760 Mountain View Rd., Altadena, Calif.

**LOS ANGELES**—Openings for two caseworkers with graduate training in expanding family and child welfare agency—multiple services including marital counseling, unmarried parents, financial assistance, child placement in foster home care and group care, psychiatric consultation. Highly qualified supervision. Standard personnel practices. Opportunities for advancement. Salary \$3660-\$5712 depending on training and experience. Write: Rev. William J. Barry, Assistant Director, Catholic Welfare Bureau, 855 S. Figueroa St., Los Angeles 17, Calif.

**MALE CASEWORKER** with group work experience, or group worker with casework experience. Multiple-function agency with residential treatment center for disturbed children. Undifferentiated case loads. Consultation service, supervised foster home program, and residential treatment unit. Salary: \$4092-\$5712, plus \$15.00 a month car allowance and mileage. M.A. degree required. CWLA member agency. Write James R. Mann, Executive Director, Children's Foster Care Services, 4368 Lincoln Ave., Oakland 2, Calif.

**CASEWORKER III** in parent-child guidance service which is a service to families with troubled boys between the ages of 6-18; psychiatric and psychological consultation available. Requirements: Master's degree social work school plus five years' experience following graduation; experience in counseling with children and parents preferred. Man. Salary \$4572-\$5832, five-step plan. Social Security and retirement, health insurance paid by agency. Milton L. Goldberg, Executive Director, Jewish Big Brothers Association, Room 366, 590 N. Vermont Ave., Los Angeles 4, Calif.

**CASEWORKER II** in child placement agency. Service includes intensive casework with deeply troubled parents and children. Psychiatric consultation. Excellent personnel practices, Social Security, retirement, and health insurance. Requirements: Master's degree social work school and potential of being creative. Salary \$4092-\$5112. Clyde S. Pritchard, Executive Secretary, Children's Bureau of Los Angeles, 2824 Hyans St., Los Angeles 26, Calif.

**CHILD WELFARE SERVICES WORKER**—Openings in adoptions, child-placement and protective services in public agency now being reorganized. Professional supervision; promotional opportunities. Minimum one year graduate social work plus appropriate experience required. Salary range \$397-\$438 monthly. Write County Personnel Department, 402 Civic Center, San Diego, Calif.

**CHILD WELFARE WORKERS** (2) for family and children's section to provide casework service to unwed parents and placement of children in boarding and adoptive homes. Psychiatric consultation, Civil Service. Minimum requirements: two years' graduate social work training. Salary: \$4452-\$5568; with three years' experience, salary: \$4980-\$6228. Write details of experience to Harold E. Simmons, Superintendent, Social Service Division, 225-37th Ave., San Mateo, Calif.

**SAN FRANCISCO, CALIFORNIA:** Two openings (one in January, 1957, one in February, 1957) for professionally-trained family and child welfare caseworkers in large, multiple-function agency with professional staff of 64. Social Worker Grade I to \$4908, Social Worker Grade II to \$5424, Social Worker Grade III to \$6132. For further information and description of grade qualifications write: Executive Director, Catholic Social Service of San Francisco, 1825 Mission St., San Francisco 3, Calif.

**CASEWORKERS (3)**—To complete enlargement of professional staff to 58 caseworkers and 10 supervisors. Prefer workers with two years' graduate work but will consider those with one year. Ours is an expanding public adoption agency—quantity but always quality in service to clients. Consider Southern California where the days are comfortably warm and the nights cool. Yes, there's smog but it is not too devastating—the compensations are great. Our beginning annual salary is \$4740. Annual increments bring salary to \$5868 at end of four years' employment. We have good retirement plan; adequate vacations and sick leave provisions. Apply: Director, Los Angeles County, Bureau of Adoptions, 2550 W. Olympic Blvd., Los Angeles 6, Calif.

**CHILD WELFARE SERVICES WORKERS** needed for fast-growing southern California county in adoptions or child welfare work. Excellent supervision. Benefits. Starting salary \$378; step increases to \$460. Must have one year in graduate social work school. Write County Personnel Dept., 236 Third St., San Bernardino, Calif.

**COME TO COLORFUL COLORADO!** Immediate positions available for Child Welfare Workers in CWLA and APWA agency. Salary range \$4020-\$5256. One year graduate training required. Excellent benefits, professional supervision, and unusual opportunity for development in well-rounded child welfare program. Write Personnel Officer, Denver Department of Welfare, 777 Cherokee, Denver, Colo.

**CASEWORKERS (3)** in private, nonsectarian, statewide, multiple-function agency. Small case loads, excellent supervision, student training program, psychiatric consultation. Openings in Hartford in newly established Protective Services Unit and in child placing. Other openings in New London and Danbury District Offices. Requirements: Master's degree social work school, some experience preferable. Salary scale \$3800-\$5300 with appointment to \$4700 depending on experience. Please write C. Rollin Zane, Executive Director, Children's Services of Connecticut, 1680 Albany Ave., Hartford 5, Conn.

**CASEWORKER** in family-children's service agency providing family casework, specialized services to unmarried mothers, child placement and adoption. Salary comparable with good practice. Social Security and retirement. Write Miss Jane K. Dewell, Executive Secretary, Catholic Social Service Bureau, 478 Orange St., New Haven, Conn.

**CASEWORKER** in multiple-function, private, nonsectarian, child welfare agency. Case load of emotionally disturbed children in institutional setting. Psychiatric consultation. Good personnel practices. Top salary limit \$5600. Minimum requirements: two years' graduate social work training. Complete details by writing Anna K. Buell, Casework Supervisor, Children's Center, 1400 Whitney Ave., New Haven, Conn.

**MATURE CASEWORKER** to head foster day care program in Hartford, Conn. Experience with day care services preferable but not necessary. Work involves family counseling, day care home studies, placements and supervision. Agency also provides foster home and adoption care, residential treatment services for emotionally disturbed children and protective services. Salary scale \$3800-\$5300 with appointment to \$4700 dependent on experience. Please write Mrs. Alice Y. Moe, District Secretary, Children's Services of Connecticut, 1680 Albany Ave., Hartford 5.

**FLORIDA—SUPERVISORS AND CASEWORKERS**—Youthful, professionally-trained caseworkers, senior workers and supervisors needed in several Florida cities in statewide private agency offering adoption placement and related services, including services to unmarried mothers. Caseworker salaries \$3900-\$5000. Salaries for senior caseworkers and supervisors range from \$4500-\$6500 commensurate with experience in child placement and adoptions. Write Miss Cornelia Wallace, Associate Director, Children's Home Society of Florida, P.O. Box 5722, Jacksonville 7, Fla.

**ST. PETERSBURG, FLA.** Caseworker in children's agency offering foster care and adoptive services. Master's degree in social work, or one year's graduate training plus one year's experience required. Salary range \$4080-\$5420. Can place within range depending on qualifications. Write: William L. Wilson, Children's Service Bureau, Inc., 440 Second Ave. North, St. Petersburg, Fla.

**CASEWORK SUPERVISOR** in child welfare agency serving the 34 counties of Southern Idaho in adoptions, service to unmarried mothers, foster home and institutional services. Qualifications: Master's degree social work, experienced, must drive car and be heavily endowed with pioneering spirit. We want the best and will pay the most. Write George Mousetis, Executive Director, Children's Home Finding and Aid Society of Idaho, 740 Warm Springs Ave., Boise, Idaho.

**CASEWORKER—WOMAN.** Small Church Institution with progressive program for non-delinquent adolescent girls. Social Security and N.H.W. retirement plan and liberal vacation. Salary \$3600 depending on whether resident or non-resident basis is preferred. Qualifications: graduate training and some previous experience with adolescent girls. Major responsibilities: admissions, preparation for discharge and services to parents. Mrs. Martha C. Vivion, Executive Director, Appleton Church Home, 440 Forest Hill Rd., Macon, Ga.

**CASEWORKERS (2)** in child welfare agency serving the 34 counties of Southern Idaho in adoptions, service to unmarried mothers, foster home and institutional services. Qualifications: Master's degree social work, experienced, must drive car and want challenging position. If you've read this ad, let's face it—you're looking and don't need to any longer. We pay. Write George Mousetis, Executive Director, Children's Home Finding and Aid Society of Idaho, 740 Warm Springs Ave., Boise, Idaho.

**CASEWORKERS** in multiple-function family and children's agency. Experience preferred in adoption, foster placement, or family counseling. Requirements: Master's degree social work school. Appointment salary \$3900-\$5400 depending on experience. Social Security and retirement. Child and Family Service, 730 E. Vine St., Springfield, Ill.

**DIRECTOR OF CASEWORK**—new bi-racial agency offering foster home, group care, and adoption programs. Opportunity to share fully in developing new program and policies and to work with other good community agencies. Master's degree social work plus successful supervision experience required. Salary \$5500-\$7100.

**CASEWORKERS**, men and women, for placement work. Opportunity to plan for children according to their individual needs and to assist in establishing resources for this. Professional advancement will be encouraged. Master's degree social work required. Good personnel practices. Salary \$4500-\$6100. Anton J. Vlcek, Executive Director, Bethesda-Savannah Children's Center, 46 E. Broad St., Savannah, Ga.

**CASEWORKERS NEEDED IMMEDIATELY.** Four vacancies. MSW. Experience in family and child care setting important. Appointment salary commensurate with training and experience. Salary \$3840-\$6000. Annual increment \$240. Excellent personnel practices including Social Security, generous retirement. Excellent supervision. Psychiatric consultation. Nonsectarian, well-endowed, private child care agency specializing in temporary foster home care and homemaker service. Agency located near Lake Michigan and University of Chicago. Write Elwin A. Miller, Ex. Dir., Chicago Home for the Friendless, 1438 E. 57th St., Chicago 37, Ill.

**CASEWORKER** with family or child welfare experience for unmarried mothers' boarding home program in family agency. Home finding, supervision of boarding homes, and small case load. Requirements: MSW, preferably several years' experience. Salary range \$4980-\$5700. Write Mrs. Margaret R. Fitzsimmons, Assistant Director, Family Service Bureau, United Charities of Chicago, 123 W. Madison St., Chicago 2, Ill.

**CLINICALLY ORIENTED CASEWORKER**, preferably experienced, to do direct treatment with disturbed children in residential treatment centers and foster homes. Case loads limited to 18. Staff psychologist available. Staff of child psychoanalysts 20 hours weekly for direct consultation. Salary commensurate with experience up to \$6540. Write: Mrs. Mary Lawrence, Executive Director, Jewish Children's Bureau, 231 S. Wells St., Chicago 4, Ill.

**CASEWORKER** for voluntary, non-institutional, child-placing agency with emphasis on growing adoption program. Member CWLA. Liberal personnel practices, good salary schedule. Professional training required. Kerth W. Hardy, Director, Children's Bureau, 615 N. Alabama St., Indianapolis 4, Ind.

**DIRECTOR OF CASEWORK.** Supervise small professional staff. State-wide multiple-function agency. Experience in direct casework with children plus supervision. Opportunity for creative work in program development for emotionally disturbed children in excellent new institution operated by the agency. Starting salary depending on experience. Range \$4800-\$6200. Also **CASEWORKER.** Range \$3600-\$4800. Write Executive Secretary, Lutheran Child Welfare Association of Indiana, 1525 N. Ritter Ave., Indianapolis, Ind.

**COUNSELING POSITION** for male in institution, boys 6-18. MS preferred but will accept man with one year graduate training. Job does not require living on premises. Salary \$4000-\$5000. Write Charles R. Aukerman, Executive Director, Lawrence Hall, Inc., 4833 N. Francisco Ave., Chicago 25, Ill.

**CASEWORKER**, man or woman, in small, private, nonsectarian, multi-function children's agency offering institutional and foster home program; adoptions and services to unmarried mothers. Master's degree social work school. Excellent supervision and psychiatric consultation available. Starting salary \$4000-\$4500. Member CWLA. Social Security and National Retirement Plan. Write Executive Director, Children's Aid Society of Indiana, 1411 Lincoln Way West, Mishawaka, Ind.

**CASEWORKER** for private family and children's agency, member FSA and CWLA. Graduation from social work school required. Experience in children's work desired, but not essential. Progressive program with opportunity for professional development. Write Child and Family Services, 187 Middle St., Portland, Me.

**CASEWORKERS (2)** in small child care agency: to study and develop foster homes, and expand resources for children and their parents in foster home placement; and to work with children living in institution, and their families. Requirements: Master's degree, social work school, preferably with experience in (1) child placement (2) institutional service of children. Women. Must own cars. Salary \$4000-\$4800. Can appoint at \$4400 if qualifications and experience warrant. F. Reid Isaac, Executive Director, Board of Child Care, Baltimore Annual Conference, Methodist Church, 516 N. Charles St., Baltimore, Md.

**ADOPTION CASEWORKER**—in agency with growing adoption program. Excellent supervision. Present minimum salary \$4000. Family and Children's Society, 204 W. Lanvale St., Baltimore 17, Md.

**CASEWORKER**—to work intensively with emotionally disturbed children in specialized foster home program. Excellent psychiatric consultation on weekly basis. Present minimum salary \$4000. Family and Children's Society, 204 W. Lanvale St., Baltimore 17, Md.



**CASEWORKER** in Protective Division of multiple-service agency to meet increasing demands. Challenging opportunity. Present minimum salary \$4000. Family and Children's Society, 204 W. Lanvale St., Baltimore 17, Md.

**CASEWORKERS**, male or female wanted in private family and children's agency serving both rural and metropolitan community. Requirements: Master's degree social work school, child welfare experience, ability to drive car. Salary commensurate with qualifications. Agency offers modern personnel practices, participation in Social Security and retirement plan, psychiatric consultation. Write L. Margareta Culver, Children's Aid and Family Service Society of Baltimore County, 105 E. Joppa Rd., Towson 4, Md.

**CASEWORKER** to carry case load which would include emotionally disturbed children in foster homes, our own study home or group homes; psychiatric and psychological consultation available. Requirements: Master's degree social work school plus experience preferably in child placement. Salary \$3800-\$5500. Appointment salary dependent on experience. Richardson L. Rice, Executive Director, New England Home for Little Wanderers, 161 S. Huntington Ave., Boston 30, Mass.

**CASEWORKER** opening, Spring 1957. Voluntary, nonsectarian, multifunction children's agency, offering foster home care, group home placement, casework with unwed mothers and adoption services. Member CWLA. Progressive program. Excellent supervision and psychiatric consultation. Salary commensurate with training and experience. Write Miss Jean B. Griesheimer, Director of Casework, Worcester Children's Friend Society, 2 State St., Worcester, Mass.

**DIRECTOR** of institution for adolescent girls, developing progressive program with casework and psychiatric consultation. Cottage-type institution in attractive suburb of St. Louis. 13-acre campus with swimming pool. Graduate social worker with institutional experience. Salary open depending on whether resident or non-resident basis is preferred. Immediate opening. Write Mrs. Harold Colbert, 582 S. Berry Rd., Webster Groves 19, Mo.

**SOCIAL WORKERS:** Catholic men and women. Openings in family and children's services. Possible salary range to \$7200 depending on qualifications. Progressive personnel practices, consultation from related professional disciplines. Apply Catholic Social Services of Wayne County, 9851 Hamilton Ave., Detroit 2, Mich.

**CASEWORKERS** (2) for branch offices of New England Home for Little Wanderers. Personnel practices and salary ranges being revised upward to provide more adequate coverage of challenging need for service to children through foster home placement, casework with unwed mothers, adoption, and referral to central office study home. State of Maine Branch, Miss Mary A. Krick, Director, 173 Main St., Waterville, Me. Aroostook County Branch, Mrs. Edith Anderson, Director, Ritchie Block, Caribou, Me. Interviews can be arranged in Boston, Mass., at 161 S. Huntington Ave., Richardson L. Rice, Executive Director.

**EXECUTIVE**—Challenging position in new, nonsectarian family and children's agency, resulting from merger of family, child-placing and day care agencies. Wide board and community interest in development of high caliber professional service with preventive emphasis. Expanding resources in allied fields. Beautiful location with many cultural and recreational advantages. Graduate training in social work and executive experience required. Salary range to \$8000 depending on qualifications. Social Security and retirement. Write Edward L. Raab, Chairman, Personnel Committee, 39 Ann Dr., Pittsfield, Mass.

**CASEWORKER** in statewide maternity home with adoption program to do adoptions. Psychiatric and psychological services on staff. Excellent personnel practices, new building. Requirements: Master's degree social work school and experience in an adoption program. Salary \$4400-\$4500. Mrs. Martha A. Steinmetz, Director, Social Service Department, Florence Crittenton Home, 11850 Woodrow Wilson, Detroit 6, Mich.

**WONDERFUL OPPORTUNITY** for caseworker January 1, 1957. Position open in foster home placement, parent-child counseling, homemaker service. Salary range \$4200-\$5911, dependent on experience. Write Dr. C. Wilson Anderson, Executive Director, Family and Children's Service, 404 S. 8th St., Minneapolis 4, Minn.

**CASEWORKER**—For Protestant children's institution with own foster home placements. Opportunity for person ready to assume responsibility in growing program. MSW with experience in children's services preferred. Will consider one year graduate training with experience. Pleasant suburban setting. Write for information. Victor B. Hauck, Evangelical Children's Home, 8240 St. Charles Rock Rd., St. Louis 14, Mo.

**OPENINGS FOR** Field Representative, Child Welfare Consultant, salary range \$5568-\$6744; Public Welfare Workers, \$3972-\$5844; Child Welfare Workers, \$3972-\$5304, in expanding public welfare program. Graduate social work training required. Experience desired but not essential for all positions. Write Nevada State Welfare Department, Box 1331, Reno, Nev.

**CASEWORKER** for nonsectarian, statewide, voluntary agency with program of specialized foster care, service to unmarried mothers, and adoption. Seminars; consultation with and participation in multidisciplinary diagnostic and treatment team of staff. Salaries and other personnel practices under continuing study and reflecting national trends to insure qualitative service. Board and staff currently exploring possibility of developing family service program on demonstration basis in some uncovered areas. Full professional training required. For copy of personnel policies and practices write Mrs. Jeanette H. Melton, Executive Secretary, N. H. Children's Aid Society, 170 Lowell St., Manchester, N. H.

**GRADUATE CASEWORKER** for family service and adoption agency in progressive community convenient to NYC. Diversified caseload, psychiatric consultation, supervision, excellent professional and personnel standards. Salary depending on experience with assured increment. James M. Long, Family and Children's Society, Garfield Court, Long Branch, N. J.

**CASEWORKER** in farm school for boys aged 9-17. Professional supervision, good personnel practices, pleasant working conditions. Master's degree social work and one year's experience required. Salary \$4500. Fred Persiko, Executive Director, Bonnie Brae Farm for Boys, Millington, N. J.



**CASEWORKERS I and II.** Multiple-service agency providing family casework counseling, services to unwed mothers, child placement, day care, adoption, Travelers Aid. Vital in-service training program includes skilled supervision, psychiatric seminars, individual case consultation, staff institutes, planned attendance at regional and national institutes and conferences. Opportunity for experience in supervision. Requirements—Master's degree social work. Salary—Caseworkers I and II \$4000-\$5450. Caseworker III to \$6200. Annual increment \$250. Social Security and retirement. Appointment on scale commensurate with experience up to \$5450. Write Curtis Coe, Executive Secretary, Family and Child Service of Omaha, 1504 Dodge St., Omaha 2, Nebr.

**NEW MEXICO** in the mild Southwest offers excellent opportunities for Child Welfare Workers (\$3660-\$4860), Senior Child Welfare Workers (\$3900-\$5160), and District Child Welfare Supervisors (\$4860-\$6420) in Department of Public Welfare. CWLA member. Write: MERIT SYSTEM SUPERVISOR, Box 939, Santa Fe, N. Mex.

**CASEWORKER M. S.** Foster care; services to unmarried mothers; adoption; protective; direct work with children. Analytic and psychological consultation. Salary base \$4000; \$225 for each year acceptable experience. Can appoint at \$4900. Social Security and National Health and Welfare. Ten miles NYC Children's Aid Society, 505 Orange St., Newark 7, N. J.

**CASEWORKER** in multiple-service agency providing family casework, child placement and adoption; psychiatric and psychological consultation available. Requirements: Master's degree social work school. Salary \$3800-\$4800. Social Security and retirement. Vallance A. Wickens, Family and Children's Service, 52 Howard St., Albany 7, N. Y.

**ASSISTANT AREA SUPERVISOR OF CHILD WELFARE** to serve as field representatives in state department supervising locally administered programs of public and voluntary child welfare agencies and institutions. Promotional opportunities. Requirements: one year graduate school (two may be required for promotion), two years' minimum supervisory experience in child welfare, total experience depending on other qualifications. Open nationwide, continuous recruitment. Salary \$4650-\$5760. James J. Sullivan, Director, Bureau of Personnel, State Department of Social Welfare, 112 State St., Albany 1, N. Y. Please mention this advertisement.

**CASEWORKER, M.S.W.,** for children's agency offering residential group care. Well-established casework department. Good supervision. Community psychiatric services. Prefer person with foster care or child guidance background. Salary commensurate with experience. Frank M. Howard, Executive Director, Albany Home for Children, 140 New Scotland Ave., Albany, N. Y.

**ADOPTION SUPERVISORS** in Area Offices of state public welfare department which supervises locally administered programs. Responsibilities include administrative supervision of local staffs in adoption, in-service training and development of adoption exchange. Requirements: graduate social work school, four years' child welfare experience of which one must have been supervisory experience and one in adoption. Considered as fulfilling adoption experience requirement: school field work; specialized casework or casework supervision; supervisory, training or consultative experience of which major part was adoption. Permanent civil service positions. Open nationwide. Salary \$5390-\$6620. James J. Sullivan, Director, Bureau of Personnel, State Department of Social Welfare, 112 State St., Albany 1, N. Y. Please mention this advertisement.

**TRAINING CONSULTANT,** Child Welfare, in Area Offices of state public welfare department which supervises locally administered program. Responsibilities include: administrative supervision and in-service training in limited number of selected county departments, consultation to other child welfare field staff in development of local and Area training programs, opportunity to conduct group training. Requirements: graduation social work school, two years' supervisory experience in child welfare plus one year's experience in graduate school teaching (full-time), field work supervision of graduate students or in-service training. Permanent civil service positions. Open nationwide. Salary \$5390-\$6620. James J. Sullivan, Director, Bureau of Personnel, State Department of Social Welfare, 112 State St., Albany 1, N. Y. Please mention this advertisement.

**CASEWORKERS. MSSW.** Beginners or experienced. Part time considered. Foster home program and adoption. Good supervision. Psychiatric consultation. Salary to \$4800 in accordance with experience. Supervisory opportunity available. Apply Catholic Home Bureau, 122 E. 22nd St., New York 10, N. Y.

**OPENINGS** for professionally qualified **CASEWORKERS** in psychiatrically oriented agency with dual function—adoption and services to unmarried mothers. Agency offers good supervision and psychiatric consultation and seminars. Salary range \$3960-\$5520 depending on experience. Apply: Mrs. Florence G. Brown, Executive Director, Louise Wise Services, 48 W. 68th St., New York 23, N. Y., Telephone TRafalgar 3-5500.

**CASEWORKER, PROTESTANT.** Children in foster, institutional, and adoptive placements. Services to child's own family and to unmarried parents. Casework staff of seven. Students. Group work, psychiatric consultation, psychological services, remedial reading. Salary \$4000-\$5350. Lutheran Child Welfare Association, 422 W. 44 St., New York City 36. Arnold H. Bringewatt, Executive Secretary.

**CASEWORKERS** for New York City Youth Board—service to families and children. A number of openings exist throughout the city for caseworkers in this growing, family-focused, pioneer service. Psychoanalytic consultation. Student training program. No residence requirement. Requirements: Graduation from accredited social work school plus two years' experience in field. (This experience may have been prior to graduation from social work school.) Salary: \$4610-\$5330. Replies to: Miss Ruth Chaskel, Coordinator, Service to Families and Children, New York City Youth Board, 79 Madison Ave., New York, N. Y., Telephone: MU. 5-8600.

**JEWISH BOARD OF GUARDIANS,** 228 E. 19th St., New York 3, N. Y. **ASSISTANT RESIDENT SUPERVISOR (Male)**—See Mr. Marvin Scherer, Adm. Director, Linden Hill School—small residential treatment and research unit for severely disturbed boys and girls, 12-16 years. Duties include training and supervision of child care, recreational and maintenance staff, and development of therapeutic living program. MSW required. Background of residential, group work and/or camp experience desirable. Salary dependent on qualifications.

**INSTITUTIONAL DIRECTORS** and house parents. We specialize in the placement of administrative personnel for child care institutions. **GERTRUDE R. STEIN, INC.**, Vocational Service Agency, 64 W. 48 St., New York City.

**CASEWORKERS**, professionally trained, to form an additional unit in young rapidly growing agency specializing in temporary foster home care of children. Salary scale \$4000-\$5500. Write Miss Merle E. MacMahon, Windham Children's Service, 80 Fifth Ave., New York 11, N. Y.

**CASE SUPERVISOR** for expanding program in children's agency specializing in emergency foster home care. Must have Master's degree social work and supervisory experience in children's casework. Contact Miss Merle E. MacMahon, Windham Children's Service, 80 Fifth Ave., New York 11, N. Y.

**SUPERVISOR OF CASEWORK**—MSSW and experience, preferably in child placement, for foster home agency—supervision of 5 caseworkers, some administrative responsibility in program organization. Staff psychiatrist, remedial reading therapist, psychological service. Excellent personnel practices. Present salary range \$5500-\$6500 commensurate with experience. Write or phone Miss Virginia M. Whalen, Society for Seamen's Children, 26 Bay St., Staten Island 1, N. Y. Gibraltar 7-7740.

**CASEWORKERS**: Join us in public child welfare agency offering multiple services. Here is your opportunity to do creative job with older, hard-to-place children of all races needing adoptive placement, or to assist us in concerted effort to move 30 preschool children and infants from large congregate institution into foster homes. Requirement: Master's degree social work school. Salary \$4140-\$5280; appointment dependent on qualifications. Fringe benefits. Adoption homefinder, caseworkers, boarding homefinders needed. Write: V. H. Andersen, Child Welfare Board, 264 S. Arlington St., Akron 6, Ohio.

**CASEWORKER**, MSW for private nonsectarian institution. Opportunity for appointment as Supervisor, casework service. Presently, major responsibilities are admissions, service to parents and counseling. Starting salary from \$4500-\$5000, depending on experience in children's field. Write: The Children's Home Assn., 425 S. D St., Hamilton, Ohio.

**CASEWORKER** wanted for private, cottage-type, Protestant institution serving 58 dependent and neglected children. Direct work with children, parents and cottage parents. Good supervision and regular psychiatric consultation. Excellent opportunity for professional advancement as agency expands along lines recommended in recent survey. Social Security, retirement, good personnel practices, luncheon in institution. Master's degree social work school. Previous experience desirable but not essential. Male worker preferred. Salary range \$4200-\$7200, depending on qualifications. Write Donald M. DeMuth, Executive Director, Beech Brook, 3737 Lander Rd., Chagrin Falls, Ohio.

**SUPERVISOR**—professionally trained in casework, familiar with substitute parental responsibility through experience in casework with children in institutions or in foster homes, to supervise resident staff in agency-owned home for 14 high school girls, and to serve as liaison between residence and caseworkers for girls. Also supervision of workers or small case load depending on qualifications and interest. Psychiatric consultation and seminars available. Salary maximum in 1956-\$6540. Increase budgeted for 1957. Write Miss Elizabeth Noyes, Youth Bureau, 1001 Huron Rd., Cleveland 15, Ohio.

**CASEWORKER**—with experience in either family or children's agency for case load of girls from 12-21 years of age, most of whom live in their own homes. Also casework with parents. Close cooperation with schools and other social agencies. Emphasis on quality of casework treatment. Agency resources include foster homes and recently acquired group residence. Psychiatric consultation and seminars available. Salary scale \$4200-\$6540. Increase in maximum budgeted for 1957. Write Miss Elizabeth Noyes, Youth Bureau, 1001 Huron Rd., Cleveland 15, Ohio.

**CASEWORKER** in adoption service of family and children's agency. Good personnel policies, psychiatric consultation, student training, retirement plan. Salary range up to \$6500. New, modern air-conditioned offices. Write Howard Hush, Family and Children's Service Association, 184 Salem Ave., Room 120, Dayton 6, Ohio.

**CASEWORKER**—Congregate institution for 40 school-age children wants mature, experienced caseworker to develop program now carried by two child-placing agencies. Salary minimum \$4000. Write Ruth M. Bonsteel, Executive Director, Wiley House, 1650 Broadway, Bethlehem, Pa.

**CASEWORKER**: MSW degree, to work with Negro clients in family counseling, providing foster and adoptive care and intake for Negro day nursery. Good personnel practices, psychiatric consultation, Social Security and retirement, salary range \$4000-\$5500. Air-conditioned offices. Family and Children's Service, 602 S. Cheyenne, Tulsa, Okla.

**CASEWORKER**—for small nonsectarian home, caring for dependent and neglected children. Located in university community. Responsible for developing casework service. Good personnel practices. Salary \$5000 and up, depending on experience and training. Write Alexander Pokrey, Administrator, Children's Home, Easton, Pa.

**TWO CASEWORK VACANCIES** in agency expanding services. Program includes social services to children in foster homes, institutions, own homes, and day care. Counseling service to own parents and unmarried mothers; also, developing protective service. Sound personnel standards and supervision. Salary range \$3400-\$4400 according to experience. Contact (Miss) Mary Lee Schuster, Executive Director, Northampton County Children's Aid Society, 48 N. Fourth St., Easton, Pa.

**SOCIAL CASEWORKERS** male or female at private school for delinquent boys, ages 8 through 15. Salary range \$3900-\$4800, starting salary dependent on training and experience. Attractive location near Philadelphia, retirement plan, Social Security, and other benefits. Write Windell W. Fewell, Superintendent, The Glen Mills Schools, Glen Mills, Pa.

**SOCIAL CASEWORKER** for child placement and some protective work. Master's degree preferred. Interesting case load working with children in nearby Children's Home, in foster home care; possibility of developing foster homes to meet special needs. If interested small number of family cases can be carried as this is multiple-function agency with integrated approach, having psychiatric consultation and some treatment given. Pleasant, small community in Pennsylvania Dutch country. Salary scale \$3800-\$5000 depending on experience and qualifications. Retirement and Social Security; Blue Cross and Blue Shield available. Write Miss Evalyn M. Strickler, Executive Secretary, Family and Children's Service, 937 Willow St., Lebanon, Pa.

degree, to  
in family  
oster and  
for Negro  
anel prac-  
ion, Social  
t, salary  
onditioned  
en's Serv.  
n, Okla.

all non-  
dependent  
located in  
responsible  
service.  
Salary  
experien-  
Alexander  
children's

ANCIES  
ces. Pro-  
s to chil-  
stitutions,  
Counsel,  
and un-  
veloping  
personnel  
Salary  
g to ex-ary  
Lee  
North-  
Aid So-  
ton, Pa.

male or  
delin-  
Salary  
salary  
experi-  
Phila-  
Social  
Write  
ndent,  
Mills,

r child  
work.  
terest-  
children  
foster  
loping  
needs.  
family  
s mul-  
grated  
con-  
given.  
Penn-  
Salary  
g on  
Re-  
Blue  
lable.  
ckler,  
and  
y St.,

**COTTAGE SUPERVISOR**—Fully-  
trained and experienced social  
worker to be in charge of small,  
modern group care and treatment  
facility for 16 moderately disturbed  
boys. Administration, supervision of  
casework and house staff, coordina-  
tion psychiatric program. Non-resi-  
dent. Salary related to qualifications.  
Write Carl Schoenberg, Association  
for Jewish Children, 1301 Spencer  
St., Philadelphia 41, Pa.

**SUPERVISOR** in children's agency  
offering foster home, adoption and  
institutional treatment; staff psychi-  
atrist, excellent personnel practices.  
Requirements: Master's degree social  
work school, some supervisory expe-  
rience, preferably children's agency.  
Salary \$5250-\$6000. Carl Schoen-  
berg, Executive Director, Associa-  
tion for Jewish Children, 1301 Spen-  
cer St., Philadelphia 41, Pa.

**CASEWORKER** in agency offering  
foster home, adoption and institu-  
tional treatment; psychiatric consul-  
tant on staff. Agency has excellent  
personnel practices. Requirements:  
Master's degree social work school.  
Salary \$3600-\$5000. Carl Schoen-  
berg, Executive Director, Associa-  
tion for Jewish Children, 1301 Spen-  
cer St., Philadelphia 41, Pa.

**CASEWORKERS (2)** in progressive  
agency offering foster home care for  
Negro children including the physi-  
cally handicapped. Good supervision.  
Requirements: Master's degree so-  
cial work. Salary dependent on qual-  
ifications. Write Charles W. Blalock,  
Executive Director, Children's Ser-  
vice, Inc., 311 S. Juniper St., Phila-  
delphia 7, Pa.

**ADMINISTRATOR —  
TRAVELING SUPER-  
VISOR**—Woman, for private,  
nonsectarian, child-placing  
and protective service agency  
with central office and 6 rural  
county member agencies.  
Graduate accredited social  
work school. Administration  
and supervision experience  
required in private child-  
placing, protective and family  
service casework fields. Salary  
commensurate with qualifica-  
tions. Social Security and re-  
tirement plan. Applicant car  
ownership desirable. Mileage  
reimbursement made. Write  
Children's Aid Society of  
Western Pennsylvania, 200  
Ross St., Pittsburgh 19, Pa.  
Give information on profes-  
sional training and experience.

**CASEWORKERS** for children's  
agency offering counseling to un-  
married mothers, foster care and  
adoption services. Excellent super-  
vision, psychiatric consultation, stu-  
dent training program. Require-  
ments: Master's degree social work  
school. Salary range \$4450-\$5450.  
Appointment salary dependent on  
experience. Dr. Elizabeth A. Lawder,  
General Secretary, Children's Aid  
Society of Pennsylvania, 311 S.  
Juniper St., Philadelphia 7, Pa.

**CASEWORKER**, professionally  
qualified for opening next spring in  
private, nonsectarian, CWLA mem-  
ber agency, offering residential and  
foster home placement and adoption  
service. Opportunity to aid in devel-  
opment and interpretation of new  
treatment program for disturbed  
children. Appointment salary \$3600-  
\$4500, plus 2 meals if desired. One  
month annual vacation. Experienced  
supervision, regular consultation  
with child psychiatrist. Pleasant sur-  
roundings, 3 hours from N.Y.C. and  
Philadelphia. Write training and ex-  
perience to Miss Lois Raynor, Ex-  
ecutive Director, Friendship House,  
2000 Adams Ave., Scranton 9, Pa.

**CASEWORKER** with graduate  
training in agency offering services to  
unmarried mothers and children.  
Adoption center for the Scranton  
Diocese. Good personnel practices,  
retirement and Social Security. Salary  
commensurate with experience.  
Sister M. Naomi, I.H.M., 2010  
Adams Ave., Scranton, Pa.

**ADOPTION SUPERVISOR**, re-  
sponsible for supervision of adoptive  
workers and to share responsibility  
for administrative planning for adop-  
tion department of multi-function,  
nonsectarian children's agency. MA  
in social work plus supervisory expe-  
rience necessary. Salary \$5000-\$6000.  
Mrs. Nelle Lane Gardner, Children's  
Friend and Service, 95 Fountain St.,  
Providence, R. I.

**CHILD WELFARE CONSULT-  
ANTS:** Employment opportunities  
in licensing of children's institutions,  
child-placing agencies and day care  
facilities. Minimum requirements:  
MS degree and four years' experience  
including minimum of two years in  
child welfare. Opportunities for pro-  
fessional growth and experience in  
administration, community organi-  
zation and child welfare. Salary  
\$4200-\$5640. Retirement. Write:  
Director of Administrative Services,  
Tennessee Department of Public  
Welfare, 204 State Office Bldg.,  
Nashville 3, Tenn.

**CASEWORKER** in Burlington  
(main office) of statewide, voluntary  
children's agency. Case load includes  
children in temporary foster home  
care; all aspects of adoption includ-  
ing work with unmarried mothers  
and adoptive applicants; service to  
children in own homes. Psychiatric  
consultation. M.A. preferred but will  
consider partial training combined  
with experience. Beginning salary  
up to \$4400 depending on qualifica-  
tions. Social Security and N.H.W.  
retirement. F. R. King, Executive  
Secretary, Vermont Children's Aid  
Society, Box 247, Burlington, Vt.

**WASHINGTON STATE** has ex-  
cellent opportunities for child wel-  
fare caseworkers with one or two  
years' graduate training. Salaries  
start \$3684-\$4188. Supervisory posi-  
tions also available. Inquiries  
promptly answered by Washington  
State Personnel Board, 212 General  
Administration Bldg., Olympia,  
Wash.

**GUARANTEED:** No blizzards, hur-  
ricanes, heat waves, tornados or smog.  
**HAVE** mild climate, 32 inches an-  
nual precipitation, lakes, mountains,  
ocean, AND good agencies. **COME  
PACIFIC NORTHWEST.** Case-  
work salaries \$3844-\$5736; write  
Spencer H. Crookes, Washington  
Children's Home Society, Box 90,  
University Station, Seattle, Wash.

**PSYCHIATRIC SOCIAL  
WORKER** for newly reorganized  
child guidance clinic. Requirements:  
Master's degree and minimum of  
two years' experience. Starting sal-  
ary: \$4800-\$5500, depending on  
qualifications. Merit increase every  
January and July. Retirement sys-  
tem, credit union, insurance plans  
available. Located near heart of  
Wisconsin resort area. Will work  
with half-time psychiatrist and full-  
time psychologist. John Wood,  
Director, Brown County Child  
Guidance Clinic, Court House,  
Green Bay, Wisc.

**CASEWORKERS** for expand-  
ing children's program. Serv-  
ices to children in foster  
homes, institutions, adoptive  
placements, services to un-  
married mothers. Able super-  
vision, psychiatric consulta-  
tion. Salary range for case-  
workers, \$3960-\$5460. **SU-  
PERVISOR**, Foster Home  
Department. Salary range  
\$5200-\$6300. Beginning sal-  
ary dependent on qualifica-  
tions. Member CWLA. Apply  
Catholic Social Welfare Bu-  
reau, 2018 N. Oakland Ave.,  
Milwaukee 2, Wisc.

MICHIGAN CHILDREN'S INSTITUTE  
1447 Washington Heights  
P.O. Box 2097  
Ann Arbor, Mich.

1

NON-PROFIT ORG.  
U. S. POSTAGE  
**PAID**  
Philadelphia, Pa.  
Permit No. 999

## New League Pamphlet

Fees in Adoption Practice, Michael Schapiro.

November 1956. 16 pp., 15c. Code A-15.

## 1957 Mary E. Boretz Award

There is still time to submit your contribution.

It should be an unpublished manuscript.

It should deal with the writer's experience as administrator, supervisor, caseworker, or researcher in child welfare.

It should stimulate new thinking or suggest a new approach in writer's field of activity.

Its position should be appropriately documented.

The writing should be clear and concise.

Manuscripts must reach the Child Welfare League of America by February 1, 1957.

---

## Give Child Welfare for Christmas

To your friends who are social workers or board members, and to others who would also enjoy it.

Child Welfare League of America, Inc.

345 E. 46th Street • New York 17, N. Y.

Date \_\_\_\_\_

Enclosed is \$\_\_\_\_\_ for \_\_\_\_\_ years' subscription to CHILD WELFARE.

Annual subscription \$4.00 per year; 3 years \$10.00; special students' rate \$2.75 per year - \$5.00 for 2 years. Published monthly except during August and September.

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

9316  
Zone \_\_\_\_\_

State \_\_\_\_\_



T ORG,  
STAGE  
**D**  
nia, Pa  
o. 999

ial work  
others w  
it.

\$5.00